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ABSTRACT

This report synthesizes information from public record documents and comments from Early/Head Start program directors and activities from the Illinois Head Start Collaboration Office. Data were obtained from more than 101 mail survey responses from early childhood providers, 38 phone narrative/anecdotal surveys, more than 50 telephone surveys, and 7 "spotlight"interviews. The report is organized in seven sections. Section 1 provides a history and description of the development and make-up of collaborative arrangements used in Illinois Early/Head Start programs to provide services to low-income families. Section 2 describes current efforts to support and expand early care and education collaboration and to improve and sustain quality. Section 3 presents interviews with representatives of seven Early/Head Start educational partnerships describing the development of the partnerships and their effect on services. Section 4 summarizes mail and telephone survey data on the status of collaboration with Early/Head Start in Illinois, including collaborative arrangements, program options, funding sources, and enrollment figures. Section 5 examines the benefits and challenges of collaboration, program challenges, and activities to assure quality services. Section 6 presents a history of the Illinois Department of Human Services Head Start State Collaboration Office, including an overview of its accomplishments in the first 5-year period. Section 7 offers conclusions about the status of collaboration in Illinois and makes recommendations for improvements. Four appendices include a map and listing of Illinois Early/Head Start grantee agencies and a listing of collaboration office activities. (KB)

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Growing Partnerships: Head Start Collaboration in Illinois

SEPTEMBER 2002

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IDHS HEAD START STATE COLLABORATION OFFICE

GROWING PARTNERSHIPS: HEAD START COLLABORATION IN ILLINOIS

SEPTEMBER 2002

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INTRODUCTION

This report is a compilation of public record documents and comments from Early/Head Start program directors and activities from the Head Start Collaboration Office. More than one hundred one (101) responses from early childhood providers were reviewed along with the results of thirty-eight (38) phone narrative/anecdotal surveys, more than fifty (50) phone data surveys, and seven (7) direct partnership spotlights. These have all been amalgamated to present a snapshot of the status of collaborative efforts in Illinois.

1. **History & Collaborative Models/Structures.** A brief history and description of the development and make-up of collaborative arrangements Illinois Early/Head Start programs use to provide services to low income families.

2. **Current Illinois Efforts.** A brief narrative about the efforts to support and expand early care and education collaboration and to improve and sustain quality.

3. **Spotlights on Partnership.** Interviews from:
   - Champaign County Head Start
   - CEDA Head Start
   - Evanston Early Head Start
   - Kankakee School District #111
   - Migrant/Seasonal Head Start (IDHS)
   - Ounce of Prevention Fund
   - SIU-C Head Start

4. **Survey/Data Results.** Quantitative and narrative information from various surveys, including the topics listed below and a PreK/child care collaboration survey. This section also discusses the difficulties in obtaining collaboration data.

   - Survey Respondents' Collaboration Services
   - Survey Respondents' Program Options and Funding Sources
   - Collaboration Slots by Grantee Agency - Narrative Chart
   - Collaboration Slots by Grantee Agency/Type of Collaboration/Age of Child

5. **Commonalities.** A look at the common points of operation and concern that intersect across models and programs. Included in this section are charts and comments on Collaboration Benefits and Challenges, Program Challenges and Program Activities to Assure Quality Services.

6. **Head Start State Collaboration Office.** A brief history of the Illinois Department of Human Services Head Start State Collaboration Office, along with a consolidated overview of the office's accomplishments during it's first five year period, including Customer Satisfaction and Collaboration Support Needed charts and comments.

7. **Conclusion.** Conclusions about the status of collaboration in Illinois and recommendations for improvements and enhancements.

HISTORY & COLLABORATIVE MODELS

TANF, Head Start Expansion, and IDHS Partners in Care & Education

In 1997, TANF (Temporary Assistance for Needy Families) replaced AFDC (Aid to Families with Dependent Children). With a focus on transitional services and as part of Illinois' welfare reform system, TANF requires most families to work or participate in work-related activities and limits the time families can receive benefits. Several initiatives are part of Illinois' program, including Targeted Work Initiative, Work Pays, Electronic Benefit Transfer and Employment and Training. This same year, the State of Illinois reorganized its agency system and created the Department of Human Services.

The terms used in this section in no way identify or encompass all collaborative approaches, models, or their intricacies, but offer broad based classifications.

At about the same time, the U.S. Department of Health & Human Services, the federal funding agency for Early/Head Start, began encouraging collaboration for full day/year services by prioritizing it in Head Start expansion awards. Head Start agencies' applications for expanding children received a higher rating if they included collaboration for full day/year services, as Community Assessments indicated the need. The then newly reauthorized Head Start Act encourages grantee agencies to "collaborate and participate with other local community providers of child care or preschool services to provide full working day, full calendar year services."

Also in 1997, the Illinois Department of Human Services (IDHS) distributed $7.7 million to fourteen (14) agencies to fund collaborative services between child care and Head Start. Called Partners in Care & Education (PICE), this remains the only directly funded collaboration effort in the state and has grown to $10 million. Currently serving about 2,000 children statewide, PICE agencies offer full day/year care and the full range of Head Start comprehensive services.

In response to these dynamics, Early/Head Start grantee agencies have developed a wide range of locally designed services over the last five years. They have funded extended hours by braiding from a variety of sources. Innovative approaches and service delivery models have developed to deliver "seamless" services to low income children and families.

CURRENT ILLINOIS EARLY CARE & EDUCATION PROGRAMS

Collaboration models in Illinois now exist in all variations among the major early care and education providers, which include the following three (3) major strands.

The Illinois *Early Childhood Block Grant*, funded and administered by the Illinois State Board of Education (ISBE), combines three (3) early childhood programs: Prekindergarten (PreK) for Children at Risk of Academic Failure, Model Early Childhood Parental Training Program (birth to age 3 and/or ages 3-5), and Prevention Initiative for Programs Offering Coordinated Services to At Risk Children and their Families. The law requires that eight percent (8%) of the block grant be used to fund programs for children birth to age 3. Local school districts determine their own eligibility criteria for block grant programs, within the parameters of the law, and the funds are distributed on a grant basis.

The Illinois *Child Care Subsidy System*, funded and administered by the Illinois Department of Human Services (IDHS), includes providers that have contracts directly with IDHS and the child care certificate system, administered by the Child Care Resource & Referral (CCR&R) agencies statewide. All children in the child care subsidy system are included in the computerized Child Care Tracking System, either through the central IDHS office for contracted providers or through the CCR&Rs. Illinois child care reimbursement rates are regionalized, all families pay a fee according to a sliding scale, and eligibility is redetermined every six (6) months. Child care funding is distributed on a reimbursement basis.

Early/Head Start in Illinois is funded by the U.S. Department of Health and Human Services and administered by the Region V Administration for Children and Families (ACF) office in Chicago. The exception to this is the Migrant and Seasonal Head Start program, which is administered and funded from the ACF Head Start Bureau in Washington, D.C. Funding is distributed on a grant basis from the federal government to local agencies. Eligibility is only redetermined every two years.

COLLABORATIVE MODELS/STRUCTURES

Most collaboration models are known by several different names and have been developed by various sources over the past years. And every model has at least one variation, usually several. Because of their organic origins, unraveling the hodgepodge is often like walking a labyrinth. The destination may be the same but the path to that destination is unique. For ease in definition and discussion, the QUILT (Quality in Linking Together) Early Education Partnership Structures will be used in this section.

1. ***One Agency/Multiple Funders (a single agency/program blends/braids funds from multiple sources at a single site).*** In this model, funding from sources other than Head Start is used to expand the core Head Start day. Services are provided within the Head Start program and don't require collaboration between two or more providers. An agency may do this either by merging previously separate early care and education programs or by accessing other funding sources to supplement their core Head Start services. A few Illinois agencies have implemented the first method, the "merger," including Springfield Urban League, Project NOW (Silvis), and the City of Chicago Department of Human Services. All three (3) of these Head Start grantees have collaborated previously separate Head Start and child care programs.

   In Illinois, Head Start agencies most often implement the second method of this model/structure by accessing child care subsidies to pay for extended services. This model is often most appropriate if there is not an adequate supply of other local providers to collaborate with to provide full day comprehensive services. Many Illinois Head Start agencies are using this method, including Riverbend Head Start (Alton), Wabash Area Development, Inc. (Enfield), Catholic Charities (Joliet), Anna Waters Head Start (Decatur), Casa Central (Chicago), Community and Economic Development Association (Chicago), Ounce of Prevention Fund (Chicago), Southern Seven Health Department (Ullin), Heartland Head Start (Bloomington), West Central Community Services (Monmouth), Lifelink Head Start (Bensenville), BCMW Head Start (Centralia), Mt. Vernon School District 80 Head Start, and Western Egyptian Economic Opportunities Council (Steeleville). Most of these agencies also have a variety of other collaborations in place, including the next model.

2. ***Multiple Agencies/Multiple Funders (two or more agencies, separate legal entities, partner to serve children at a single site).*** In Illinois, these are normally collaborative partnerships in which Head Start agencies contract with another provider and fund a set of services needed to expand Head Start core services based on families' needs. In some cases, Head Start provides the family support and health staff, while paying the other provider for some, or all, of the cost of child development services. A variation might be that family support/health staff work for the other provider and Head Start teachers go into the other provider for a portion of the day. In some programs, Head Start funds are used to increase the staff salaries and for many other enhancements to ensure all partners comply with the Head Start Program Performance Standards. In most all variations, the child care provider receives the child care subsidy reimbursement, along with some Head Start funds.

   Some of the agencies employing this collaboration model/structure are: City of Rockford Head Start & Circles of Learning Child Care (Rockford), Champaign County Head Start, Kankakee School District #111 Head Start, IDHS Migrant and Seasonal Head Start (Springfield/statewide), Northwest Illinois Community Action Agency (Freeport), Two Rivers Head Start Agency (Batavia), Rock Island Milan School District Head Start, East Central Illinois Community Action Agency (Danville), Peoria Citizen's Committee for Economic Opportunity, Lake County Community Action Agency (Waukegan), Tri-County Opportunities Council (Rock Falls), and Southern Illinois University at Carbondale Head Start. Many of these are also using Model 1 described above.

3. ***One or More Agencies and Family Child Care/Multiple Funders.*** In this model/structure, a program or agency partners with family child care providers, either in a Family Child Care Home Network or individually. In Illinois, Head Start agencies most often contract with licensed family child care home networks that remain independent rather than becoming Head Start employees. In some cases, agencies have contracted with individual family child care home providers, who also remain independent. Most often, the home child care provider is also the Head Start teacher and receives support from Head Start staff, including training, technical assistance, supplies and materials, and participation in a provider support group. Sometimes, Head Start teaching staff will go into the homes for a portion of the day. Staff working for Head Start also provides comprehensive family support and health services to enrolled families. The home provider generally receives the income from child care subsidies, along with some Head Start funds to cover the additional work she does as a Head Start provider.

   Many Early Head Start agencies employ the family child care homes model for their children. Some of the Illinois Head Start agencies collaborating with family child care homes in Illinois include: City of Chicago Department of Human Services, Southern Illinois University at Edwardsville (East St. Louis), Catholic Charities (Joliet), Chicago Commons Child Development Program Early Head Start, Evanston Early Head Start, and Franklin Williamson Human Services Early Head Start (Marion).

The QUILT chart depicting these Early Education Partnership Structures can be found in the Appendix of this report.

CURRENT ILLINOIS EFFORTS

GENERAL

State initiatives that generate partnership/collaborative opportunities for Illinois Early/Head Start agencies range from encouragement and enrichment services to direct funding, with most falling into the former category. The most recent State leadership commitment to these efforts was demonstrated by the Illinois Preschool plan (about $5 million planned in the current budget) and the continuing IDHS $10 million PICE program targeted for Head Start collaboration, described in Sections 1 and 5 of this report. Financial and policy commitment are key to maintaining and expanding viable Illinois early care and education partnerships/collaborations.

The ISBE Early Childhood Block Grant Division has shown some commitment over the past few years, too. During State fiscal year 2000, the Early Childhood Block Grant Request for Proposals (RFP) process included the awarding of an extra 10 points to applicants that proposed a PreK/child care partnership program between school districts and licensed child care providers. While the components of what constituted these partnerships were not well defined, this effort did motivate some districts that had not considered the option to begin to look at it. The following is an excerpt from ISBE's "Early Childhood Care and Education Position Statement," adopted January 20, 2000 as guidance to Illinois school districts:

"Collaborate with families, community organizations, child care organizations, Head Start and other agencies to meet the physical, mental, social and emotional needs of young children, including their physical care and protection; share resources, services and accountability."

INFANTS AND TODDLERS

As more low income mothers seek employment, having the option of serving these younger siblings of Head Start children in the same program is becoming a necessity. This, coupled with the sophisticated care required by very young children, points to logistical and operational concerns for programs in this rapidly growing market. Early Head Start and IDHS have made great inroads in addressing these critical issues. However, most programs are still struggling to meet the infant/toddler challenge.

Data tells us that families of very young children are the most likely to use family child care; preschoolers use center care; and school-age children, relative and in-home care. The infant-and-toddler population is second only to school-age in growth of use of the child care certificate system. This profile supports the choices of many programs to solicit and often develop family child care home partnerships.

IDHS has energetically addressed many gaps in particular kinds of care, including infant and toddler care and non-traditional-hours care. To increase the availability of infant care, the state has offered incentives to licensed centers that reserve 25 percent of their capacity for children under age 2 ½ and reserve 50 percent of those slots for subsidized families. In its statewide program, IDHS pays a 10 percent increase in the daily reimbursement rate for children under age two to these centers.

SLOTS, ACCESS AND PARTNERSHIPS

Since 1997, Illinois has implemented a child care system based on income for all working families. The program was designed to create a more equitable system by combining parent co-payments and available state and federal dollars in such a way as to serve all working families whose income is below 50 percent of the state median income.

- In FY01, Illinois spent $163,200,000 in child care for 55,500 children ages 3 and 4.
- In the same year, $147,700,000 was spent on ISBE block grant programs, serving 55,000 children ages 3 and 4.
- Also in FY01, Head Start funding in Illinois for 36,400 children ages 3 and 4 totaled $222,400,000. Early Head Start, for children birth to age 3 and their families, is a much smaller program in Illinois, serving just a little more than 2,000 children. Illinois Migrant/Seasonal Head Start (IDHS) serves 520 farm worker families statewide.
- As the "Ready, Set, Grow: Illinois Preschool" report points out, current public spending in Illinois, totaling $533 million in FY01 for just children ages 3 and 4, represents a 53% increase over the $348 million spent in 1998. This reflects the strong support for early care and education from Illinois' Governor and Legislature for the three (3) year period.
- Coordinated investments from programs, including Head Start, the Social Services Block Grant, and the Dependent Care Tax Credit continue to improve the afford ability and availability of care for young children.

QUALITY & PROFESSIONAL DEVELOPMENT

As partnerships and collaborations have expanded a repeated warning has been voiced by Early Childhood Educators to assure that the delivery of these services adhere to early childhood best practices and maintain the highest level of programming possible.

- Funded in 2001, Great S.T.A.R.T. (Strategy to Attract and Retain Teachers) is a wage supplement program for child care personnel working in DCFS licensed centers and homes. With wage supplements going directly to staff, the purpose of Great START is to increase professional preparation and retention of child care personnel, thereby improving children's outcomes.

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- T.E.A.C.H. (Teacher Education and Compensation Helps) is a scholarship and compensation program that pays for up to 80% of the cost of college tuition and books for early childhood practitioners who are working at least 30 hours a week. Practitioners may be pursuing various levels of degrees and/or credentials. Scholarship recipients can receive a bonus or pay raise as they take steps toward completing a degree. The TEACH program came to Illinois in 1999.

- The HeadsUp! Reading program is a distance learning course provided for college credit that instructs early childhood professionals on the latest research about how children learn to read and write, with the focus on changing teacher behavior in the classroom. More than thirty sites statewide offered HeadsUp! Reading during the first implementation year, 2001-02. Sixteen colleges and universities statewide offered course credit to more than 300 participants. Initial coordination for HeadsUp! Reading was done by the Head Start State Collaboration Office.

All three of the above quality/professional development programs, Great START, TEACH, and HeadsUp! Reading, are funded by the IDHS Child Care Bureau and administered by the Illinois Network of Child Care Resource & Referral Agencies (INCCRRA).

- The Chicago Accreditation Partnership is a public-private partnership created to improve the quality of child care and Head Start programs in Chicago's low-income communities. One of the project's goals is to raise standards in more than 400 center-based child care programs through NAEYC accreditation.

- Ongoing training opportunities including the Training of Trainer (TOT) program offer child care professionals the opportunity to become approved trainers of any of 10 curriculum areas. Trainers work through the local CCR&RS and receive a payback for training hours conducted. Resource books and participant materials are also available through the program.

- Quality Counts is a public educational and technical assistance campaign that seeks to educate parents, child care providers, communities and employers on the importance of quality child care. This campaign is new in the last four years and uses multi-faceted initiatives to achieve its objectives.

- "Build Early Learning Systems in the States" is an initiative funded by the Early Childhood Funders' Collaborative. Phase I is expected to last through May 2004 and involves Illinois, New Jersey, Minnesota and Ohio. The initiative's goal is to promote positive development of young children birth to age 5 by providing incentives for states to develop comprehensive learning systems available to all families.

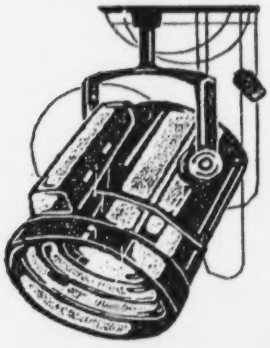
- Illinois was chosen as one of only two states to participate in "Early Learning Illinois: Access, Options, Opportunities," which is a campaign funded by the Trust for Early Education & the Early Childhood Funders' Collaborative. Illinois was chosen to participate in this national effort because of the state's significant momentum in this area. The basic goal of Early Learning Illinois is to improve & expand high quality early learning opportunities for all Illinois children. Illinois' approach in this project is intensive public and policy awareness and education.

- The Early Care & Education Financing Project is a key component of Illinois Preschool, the state's universal preschool program. Sponsored by the First Lady's "Futures for Kids" program and led by Dr. Sharon Lynn Kagan of Columbia University and Dr. Richard Brandon of the University of Washington, this project will permit Illinois policy makers & early childhood education stakeholders to build on and enhance current efforts to improve access to quality early care and education services for children birth to age 5 and their families. Expected to take about 18 months to complete, this project will provide 5 to 15 year plans, with realistic costs attached, for achieving quality accessible early care and education.

- The ISBE Early Childhood Block Grant Division supports a pilot initiative called "Collaborative Support Teams," which brings together the three Illinois early childhood strands to offer additional support and technical assistance to local collaboratives. ISBE is conducting this pilot in 2002.

- In 2002, the IDHS prepared a strategic plan, in conjunction with its Advisory Council on Child Care. The overall goal of the plan is to provide a road map for improving the Department's subsidized child care programs over the next five years.

SPOTLIGHTS ON PARTNERSHIP



While all Illinois Head Start grantee agencies were surveyed about their collaborations, seven (7) agreed to do a more in-depth interview for the purpose of looking more closely at an array of partnerships, the process in getting to them, and how they affect services for young Illinois children and families. This section contains these seven (7) "Spotlights on Partnerships."

Champaign County Head Start (Kathleen Liffick, Head Start Director) and Washington Early Childhood, Urbana School District (Connie Brown, Principal)

Type of Partnership: Two Agencies/Shared Classrooms. PreK and Head Start.

Interviewee: Kathleen Liffick

Who are the partners in the collaboration?
Champaign County Head Start and Washington Early Childhood, which is the pre-kindergarten program for Urbana School District. The key players include Kathleen Liffick and Connie Brown. The collaboration classes are at Washington School.

How did the collaboration develop?
This collaboration evolved from both programs serving the same families. Children were being transported between two part-day programs at different locations with different staff. Head Start serves income eligible children & Washington serves children determined to be at-risk of academic failure. Both programs serve children with special needs. This collaboration provides a full school day program in one location with one set of staff.

What was the planning process?
The formal planning process began when we contacted the QUILT office to arrange a two-day retreat with Sheila Skiffington, QUILT Project Director. In the morning of the first day, Connie Brown met with Head Start management to discuss financial aspects of the collaboration and eligibility guidelines. In the afternoon, 10 Washington School staff joined the group. Topics covered [in the retreat] included team meetings, classroom decisions, lesson planning, conflict resolution and the Head Start self-assessment process. Everyone returned on the second day and topics included: family support services, record keeping, confidentiality, screening & assessment, disabilities, home visits, parent involvement, food service, and daily schedule.

What are your long range plans for the partnership?
This collaboration is going well, but long range plans are uncertain at this time. We are using this as a pilot to help determine future collaborations.

What are the structure and strategies for the partnership?
There are 2 classrooms at Washington School with a total of 17 Head Start children enrolled; 34 children total. Each class is staffed with a Washington teacher, a Head Start teacher and a teacher aide. A Head Start Child Development Specialist visits each class once a week to observe and provide

feedback related to Head Start Program Performance Standards. This person is the direct supervisor of the 2 Head Start teachers. The building principal oversees the classrooms. A Head Start family advocate is assigned to work with the Head Start families along with the Washington School social worker and parent coordinator. The family advocate determines eligibility for Head Start once children are determined eligible for PreK.

What outcomes/goals do you have for the partnership?
Work together (combine staff) to provide a quality, comprehensive school day program for 17 dually enrolled children and their families.

What are some of the benefits?
Children benefit from a quality full day program with the consistency of one classroom and set of staff. It meets the child care need for many of these families at no cost to them. Staff are learning what each program has to offer and the community benefits from programs working together to meet the needs of children and families. We have learned to respect and appreciate the differences between our two programs.

What kinds of challenges have you experienced?
It had been a challenge to try to mesh our programs together while maintaining our separate identities. We are still working to minimize paperwork and merge our systems together. Communication is always a challenge ... finding the time to meet and discuss issues as they arise.

Give an example of how the partnership works with children/families.
Children arrive at 9:00, have breakfast and participate in activities, eat lunch at 11:30, rest from noon-1:15, have a snack and participate in more activities until they depart at 3:30. Transportation is provided. The family advocate attends individual classroom meetings to discuss strengths, concerns and goals for the Head Start children. She may do home visits the same day, if the need arises, along with any scheduled home visits to fulfill the Family Partnership Agreement.

Community & Economic Development Association (CEDA) of Cook County, Marian L. Hill, Director of Children's Services; Evanston Partnership, Hanover Partnership

Type of Partnership: Two or More Agencies/PreK- Child Care - Head Start and Others.

Interviewee: Marian L. Hill

Who are the partners?
The Evanston Partnership is comprised of the following partners: Illinois State Board of Education, State PreK, CDFS, District 65 Special Education/Child Find, Evanston Early Childhood Collaboration merging into Childcare Network of Evanston, Evanston Health Department, Day Care Action Council of IL/IDHS Subsidy, Community Early Childhood, School Age Child Care, CEDA.

The Hanover CEDA Head Start has the following partners: Harper College; Jennifer Sheehan College Education Training; Chicago State University, Intern Classroom Volunteers; Family Services Association of Greater Elgin, Therapy & Counseling; Hanover Township, Parenting Class Therapy; CEDA NW Self Help Center, Community Service Training Child Care; Day Care Action Council of IL; Oakton Community College, U-46 Early Childhood program special education.

How did the partnership develop?
The reasons for the partnerships are to make sure the families and children have seamless services; also, to expand the delivery of services to these families.

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What was the planning process?
The planning process included a variety of methods such as sending letters, phone calls to set up appointments, follow up calls and arranging meetings.

What are the long range plans for the partnership?
Evanston plans to move into birth to age 3 services either through Head Start expansion or the Childcare Network of Evanston.
Hanover has 2 classrooms and they want to maintain their collaborative partners and perhaps increase them to provide increased services to Head Start families.

What are the structure and strategies for the partnership?
The partnerships are organized around long standing organizational common interests and needs. Frequent communication and standing meetings are the strategies we use to maintain our partners.

What outcomes/goals do you have for the partnership?
Serving more children with quality services.

What are the benefits of the collaboration?
The main benefit of the relationships is that they have allowed CEDA Head Start to enhance the quality of services by providing additional services to our families.

What kinds of challenges have you experienced?
The challenges have been to daily manage all of our programs with different policies that govern each organization and trying to find the commonality.

Give an example of how the partnership works with children/families.
A family goes to the Childcare Network of Evanston and wants full day care. The Childcare Network worker determines the eligibility of the family for full day care. The CCN sends the paperwork to the Day Care Action Council of IL [CCR&R] to determine eligibility for a [child care] certificate, at which point the child is either enrolled in half-day or full-day head Start or community child care, depending on the need and financial eligibility.

Evanston Early Head Start (Terry Mann, Head Start Coordinator), Childcare Network of Evanston (Martha Arntson, Executive Director), Infant Welfare Society of Evanston (Kathy Shearer, Executive Director), and Child Care Center of Evanston (Helen Roberts-Evans, Executive Director)

Type of Partnership: Three agencies/multiple funders. Child Care and Early Head Start.

Interviewee: Terry Mann

Who are the partners in the collaboration?
Evanston Early Head Start is a collaboration of three agencies in Evanston, Illinois. Generally, the Childcare Network of Evanston (CNE) provides the administrative (program coordinator and business/fiscal manager) and ancillary support positions (Family Service Coordinator/Social Worker, Family Support Specialist, Nurse, Nutritionist). Infant Welfare Society of Evanston (IWS) and Child Care Center of Evanston (CCC) provide the facilities and services related to full day/year Early Head Start programming.
Each agency has its own administrative structure supporting the operation of the Evanston Early Head Start program. The program has six child care sites, including four family child care homes, 1 child care center serving the general population, and one child care center serving teen parents enrolled at Evanston Township High School. Each center has a site director and the family child care homes

(FCCH) are "organized" by a coordinator. The site directors and the FCCH coordinator meet regularly with the Early Head Start Coordinator and each site has regularly scheduled site-based meetings to discuss Early Head Start business.

Funding for Evanston Early Head Start is a creative combination of federal Early Head Start funds and Illinois DHS child care subsidy funds. Evanston Early Head Start uses certificates for the child care funding. Families apply for child care certificates with assistance from Early Head Start staff.

How did the collaboration develop?
The three agencies involved in Evanston Early Head Start have historically worked cooperatively on isolated projects and share compatible philosophies and missions. Coming together to develop, write, implement and operate Evanston Early Head Start results in a synergistic relationship.

Each of the three partners brought their own resources to the table. Together, the program is stronger than if only one agency was operating it. Rather than compete for federal Head Start dollars, our three agencies collaborated to build on each other's strengths and increase our likelihood of getting funded. It worked!

What was the planning process?
The Executive Directors of all three agencies, along with various other site and finance directors, met often for three months to discuss our strengths and goals. They all worked on the grant proposal and a grant writer was hired to pull all the information together.

What are your long range plans for the partnership?
Our long term vision is to continue to work within the collaboration to expand and improve our services to very young children and families in Evanston, Illinois.

What are the structure and strategies for the partnership?
Child Care Network is the grantee and provides the program's Coordinator, Financial Manager, Social Worker, Nurse, Family Support Specialist, and Nutritionist. The Child Care Center and Infant Welfare Society provide the child care and education services.

We developed an 83-page "Evanston Early Head Start Personnel Policies and Procedures Manual" and a lengthy collaboration agreement. Both guide our program operations and provide guidance when the partners don't all agree on what was decided. We recommend documenting everything! Our collaboration agreement specifies, by Head Start Program Performance Standard, which agency is responsible for specific tasks.

What outcomes/goals do you have for the partnership?
Comprehensive care for 65 children and their families that would otherwise have received child care without comprehensive support. Our child care partners have benefited from funds to improve facilities.

What are some of the benefits?
More than three years of working closely with partners to enhance services.

What kinds of challenges have you experienced?
Early on we learned that communication is critical. "Buy-in" from all personnel to the philosophy and purpose of the collaboration is also key.

More recently we have learned that although change and development are difficult, it is worth the effort! And with success comes increased enthusiasm, which promotes ongoing growth and improvement. We are currently enjoying this dynamic.

As with any complex relationship, communication is a challenge. Much time and energy is put into assuring that all players are accurately informed and are a part of any and all decisions affecting the program.

Additionally, the use of state child care funds, which come with their own eligibility criteria, is a challenge. It is sometimes difficult to meet the requirements of state subsidy funds and remain true to the underlying goals and philosophies of the Early Head Start program.

Development of appropriate fiscal procedures is an ongoing challenge. A consultant, provided through Head Start's Q-Net, was sent out early in our program's development to assist us. Following our recent federal review, we have requested additional assistance. The focus can now be on details and specific procedures, rather than on overall systems as was the focus at our first consultation.

Additionally, governance that meaningfully involves all Boards of Directors and representation from all program options has been a challenge due to our complex structure. A consultant from Head Start's Q-Net also assisted in this area by attending a Policy Council meeting and providing training and written guidance. We feel that this is a challenge we have successfully met.

Give an example of how the partnership works with children/families.
A parent brings their child to a family child care home or center, where she spends a few minutes talking with the teacher about the child's evening. If it is a Monday, there is an opportunity to set goals for the week. The parents leaves for work or school, knowing that their child is safe and secure. The child may be in the child care setting for up to ten hours, remaining in one familiar setting for the day. He plays with other children, interacts with caring adults, participates in developmentally appropriate activities, eats nutritious meals and snacks, enjoys time inside and outside, benefits from individual attention and from time spent in a group.

A roving musician or roving reader may visit the home or classroom, therapist, and developmental play specialists may stop by to visit and interact, or complete necessary documentation to assure the health, safety, and happiness of the children. Throughout the day, the teachers and child care providers may speak with administrators or other support people to get information or support for meeting children and families' needs.

In the afternoon, the child will have an opportunity to rest or nap. And soon the parent returns to pick up the child. The parent and teacher take time to discuss the child's day and sometimes to talk about the parent or family's needs. The parent may find a newsletter, a flier about a family event, or just some useful information waiting in their child's "mailbox." The parent and child may have a Parent Committee meeting to attend or may go to Childcare Network for dinner and a Policy Council meeting!

Kankakee School District #111 Head Start (Rebecca McBroom, Head Start Director) and LIVP (Kary Livesey, Preschool CEO)

Type of Partnership: Two agencies/multiple funders; Child Care and Head Start.

Interviewee: Rebecca McBroom

Who are the partners?
LIVP has operated in the Kankakee area for over 20 years and operates in five locations. The Head Start partnership occurs in one location. The partnership with Head Start includes services for 20 children whose parents are employed full time. The hours of operation are 6 a.m. - 6 p.m. Head Start staffs (teacher and assistant) and pays for 7.5 hours of programming. Lasting Impressions staffs (teacher assistant) before and after Head Start.

How did the partnership develop?
Rebecca McBroom held a luncheon with 20 child care providers in the Kankakee area and presented a power point on the Head Start Bureau's ideas on partnerships and collaborations between Head Start and child care providers in order to provide full day, full year services to children and families affected by the work requirements of the Work and Personal Responsibility Act. Five providers indicated an interest in partnering. We decided to go with Lasting Impressions because of our previous good relationships on other early childhood projects, conferences, etc., in the past.

What was the planning process?
The planning process was, as one might imagine, many, many meetings with the owners and the Head Start managers. We developed a partnership agreement that clearly delineated each partner's responsibilities - financial, facility, materials and supplies, staff supervision, days/weeks of operation, food service, etc. It is not a terribly complicated document - simple, yet comprehensive. It helps tremendously to have a long standing trusting and professional relationship with the partner. Trust is critical.

What are the long range plans for the partnership?
We are in our second year of this partnership and I expect it to continue indefinitely.

What are the structure and strategies for the partnership?
We created a written agreement that outlines what Kankakee and LIVP is responsible for. It covers everything from salaries and fringe benefits to substitutes.

What outcomes/goals do you have for the partnership?
The outcomes from the partnership are no different from those of the rest of the program in terms of education. The partner has benefited most in that Head Start has provided new playground equipment and fully equipped two classrooms. Head Start does not get involved at all in CCR&R issues/eligibility/co-payments.

What are the benefits of the collaboration?
The children are benefiting from the quality instruction provided by Head Start staff. The teacher holds an M.A. degree in Early Childhood and the assistant holds an Associates degree in child development. Parents are pleased that their children can attend preschool during times that do not conflict with their work schedules, in addition to receiving high quality Head Start services.

Initially, there were issues that cropped up on an almost daily basis. They were easily handled, however. This was due to the integrity of the partners more than anything. The partnership has added another dimension to the relationships our two programs had.

What kinds of challenges have you experienced?
The Head Start staff is also employed by the partner for a portion of the day. This causes some confusion as to the differential pay (Head Start is the higher of the two). In order to keep the continuity for the children, Head Start now pays for 7.5 hours a day. This way we are essentially "giving" staff to the preschool, but in return Head Start has more control and the children have continuity. It's well worth it.

The regular Head Start sessions run according to the school district calendar. The partnership calendar is quite different. Fortunately, the current employees (teacher and assistant) are very willing to work the holidays and other days when Head Start would be out of session. Another plus for continuity.

Give an example of how the partnership works with children/families.
Extremely seamless. Children do not experience movement from one location to another and for the majority of their day are with the same teacher and assistants.

Migrant and Seasonal Head Start Project (IDHS), Molly Joseph, Head Start Director

Type of Partnership: Two agencies/multiple funding. Child Care and Head Start.

Interviewee: Molly Joseph

Who are the partners?
All our partners are existing community child care centers. They all accept child care certificates, are full day and accept infants and toddlers. This year (summer season, 2001) our partners were in Centralia, Springfield, Princeville and Mattoon.

How did the partnership develop? What was the planning process?
For us, unlike Region V Head Start, we need to serve small numbers of eligible children isolated in rural areas with no services, and they are too few to justify opening a new center (less than 20). We only serve eligible migrant/seasonal farm workers.

We look for child care centers with openings for our kids when they arrive; we don't expect centers to be able to hold slots open. Without knowing exact numbers and ages, we discuss with potential partners the arrangement for payment, transportation, staffing, training, reporting and eventually we enter into a contract.

What are the long range plans for the partnership?
We want to maintain our partnerships as long as there are eligible children. Each year we hope to make improvements in services: one time purchases, teacher training, menu development, etc.

What are the structure and strategies for the partnership?
The partner provides full time child care; we fund support services coordinators and bilingual assistant teachers. The Migrant Head Start grantee has several managers, one being the partnership manager. This position has primary responsibility over partnerships. Grantee managers train the Head Start staff, monitor and provide some direct services. Partners report to the grantee, hire and supervise the Head Start staff.

What outcomes/goals do you have for the partnership?
Child care for children. Social services for families. Child development outcomes. Parent partnerships (education, etc.).

What are the benefits of the collaboration?
Partners: increased revenue (additional slots filled); teacher training; equipment; menu upgrade; lower staff-child ratio (when possible).
Families: child care; social service assistance (transportation, translation); child health services.
Staff (of partners): exposure to new population; free training in curriculum; additional staff.
Community: improvement of community business; employment of local persons; increased revenue, like groceries.
Personally: surprised to work with child care staff - so willing, helpful, really got involved with Head Start families and took the responsibility seriously. They come to meetings.

What kinds of challenges have you experienced?

- Head Start requirements: staff-child ratio, group size, separate playgrounds (lesson - try to finance some additions and improvements); food services; language barriers (minor cultural issues); child assessment; transportation.
- Qualifying for state child care subsidy certificate (lesson - sign up at the right moment; try to resolve issue at state level).
- Distance from grantee agency office - monitoring, etc. Limits the number of partners we can have.
- Slots - we don't know how many kids until arrival and centers can't hold slots, might not have slots.
- Transportation - not all families have a way to take the kids to care; bus service is very costly, not always available (we will have to conform with Head Start regulations later).

Give an example of how the partnership works with children/families.
Children arrive at 6:30 a.m., spend the day at the child care center, go home by 5:00 p.m. (on the bus) and wait with relatives or brothers/sisters until parents arrive from working in the fields later (around 8 p.m.).

Ounce of Prevention Fund (Brenda Dobbins Noel, Head Start Delegate Operations Director) and Central Baptist Family Services (Terry Clayborn, Director).

Type of Partnership: Two agencies/multiple funding. Head Start/Child Care.

Interviewee: Brenda Dobbins Noel

Who are the partners?
The name of our collaboration partner is Central Baptist Family Services, which is a child welfare agency whose mission is to promote the physical, social, emotional, intellectual and spiritual development of children and their families through a wide variety of family focused child welfare services. This is a Head Start/Child Care collaboration. Eighty-nine children are served at two locations in Chicago, the Bridgeport community, and Morgan Park.

The key staff persons from Central Baptist were William Hansen (Senior Vice President) and Terry Clayborn (Early Childhood Education Director). From the grantee agency, Portia Kennel, Brenda Dobbins Noel and her grantee team members were instrumental in bringing about this partnership.

How did the partnership develop?
This partnership came about as a result of the Ounce of Prevention Fund's need to move 41 half-day slots from the Grand Boulevard and West Englewood communities (Chicago) due to the changing demographics and resultant under-utilization of half-day slots. We were also in the process of expanding Head Start services by an additional 48 slots. This partnership allowed Central Baptist to provide quality comprehensive services to families that child care alone could not offer. As a result of this partnership, services for children with disabilities will now be possible, family support services are

now available, and increased parental involvement in the planning and shared decision making process of the program is now a reality. Through this partnership, the grantee now serves a new population of children and their families from Asia (85% Chinese and Pacific Islander) and we increase our enrollment of white, Latino and black families.

Through the process of networking, Terry Clayborn and Brenda Dobbins Noel shared the goals of their respective programs and discovered that a partnership was a viable way to enhance the quality of the Central Baptist child care program, while finding a placement for half-day slots which were underutilized because of the need for full day child care services for Head Start eligible families.

What was the planning process?
Once the decision was made that we would move forward, a series of meetings were held with the executive and management staff of Central Baptist to get their buy-in and understanding of what this partnership would entail. The Head Start grantee then sent in a team to complete a feasibility study to ascertain the level of service, systems, and staff currently in place. This was done in order to have a baseline and basis for developing the terms of this partnership and Central Baptist's capacity for meeting and exceeding the Head Start Program Performance Standards.

The Head Start grantee then met with members of Central Baptist's Board of Directors, staff and parents to ensure that the commitment to this collaboration was in place, as well as to articulate the impact of Head Start on everyone involved. The initial conversation around collaboration to the development of a contract with Central Baptist took more than nine months in the making.

What are the long range plans for the partnership?
At this point, we see this as a long term relationship. Each year, the contract will be renewed as long as there are Head Start eligible families and Central Baptist is willing and able to meet the terms of their contract. So far, staff from the Head Start grantee provide technical assistance, training and support to Central Baptist to help them incorporate the Head Start portion of the program into their agency. They have elected parent representatives to the Policy Council. This collaboration has only been in place since July 2001.

What are the structure and strategies for the partnership?
The structure for the partnership utilizes staff already in place at Central Baptist. Central Baptist hired two Family Support Specialists to work with families around goal setting for themselves and their children. The Ounce's Education Manager is providing direction, leadership and systems for Central Baptist to follow in their education program. Our Program Design and Management consultant is working with Terry Clayborn to put systems in place for the effective management of this partnership. Central Baptist staffs participate in staff trainings provided by the Ounce. The Ounce Disabilities Coordinator, once hired, will create a system of support for staff, parents and children in meeting the mandate for serving children with disabilities. This is a new issue for Central Baptist.

What outcomes/goals do you have for the partnership?
The following outcomes are expected as a result of this partnership: 10% of their children with disabilities will receive services; families will be able to participate more in the planning and decision making around this program; educational outcomes will be measured; and, a new curriculum (Creative Curriculum) will be implemented.

What are the benefits of the collaboration?
The benefits of this partnership can probably be summed up as follows: every family deserves the best quality care and education they can receive for their child; parents' roles in this process must have an avenue for input and expression. This partnership allows this to happen in a population and community that is under-served by Head Start. Personally, I am challenged by the cultural bridges that we need to build to work with an Asian population that the Ounce of Prevention Fund has never worked with before. It requires us to learn more about the culture, language, child rearing patterns, and parenting styles that we will encounter. Most of the staff at Central Baptist have welcomed having Head Start

added to their programs. They feel less isolated and more supported in their work. I am excited about breaking new ground.

What kinds of challenges have you experienced?
Since this is such a new partnership, the lessons learned remain to be seen. However, a critical piece to this entire process has been the importance of establishing a strong relationship with our partner and keeping our mutual goals ever before us. You cannot "rush" into a partnership. I think that the relationship we have established is as strong as it is because we took our time and created a process to follow. It also helped that Bill and Terry from Central Baptist are former Head Start staff. They came with an appreciation of the value of a Head Start/Child Care collaboration and could help build buy-in.

Give an example of how the partnership works with children/families.
Again, since this partnership is so new, the results are still pending. Perhaps some tangible changes include the implementation, documentation and tracking of education, health, nutrition, mental health, family support and disabilities services. Teachers are not just providing child care, but a program of developmental education for the children.

Southern Illinois University at Carbondale (SIUC) Head Start, Mary Sikorski, Collaboration Coordinator; Tip's Tot's and Tree House Day Care.

Type of Partnership: Two or more agencies/multiple funding. Head Start/Child Care.

Interviewee: Mary Sikorski

Who are the partners?
Since June 1997, SIUC Head Start has provided Head Start and child care services through collaboration with a local child care center. Seventeen Head Start eligible children and their families are enrolled and served. Tip's Tot's and Tree House, a non-profit child care is a division of the Delta Foundation.

In addition to our partnership with Tip's, we also have a second child care partnership with the Eurma C. Hayes Center, which is a city sponsored child care facility. We currently have nineteen 3-5 year old children enrolled in this partnership. The planning process, staffing pattern and operation procedures of this second partnership were based on the Tip's partnership.

How did the partnership develop? What was the planning process?
The partnership with Tip's was entered into as a way to provide full day, full year seamless services to children and families. The idea was to partner with an existing child care center to provide comprehensive quality services to children whose families were engaged in welfare to work programs. Additionally, many of our children served in a half-day sessions were being bussed to child care for the remainder of the day. Limited facility space hindered our program from extending the length of the day. This partnership would allow us to reach our mission of serving additional children and families in need of full day, year round services. As well, it would afford us an opportunity to experience the challenges and differences in operating Head Start full year.

The decision to enter into the agreement was made based on several factors: child care agency's fiscal soundness; philosophy of early childhood education, discipline, and parent involvement; reputation in the community; and, willingness to learn and implement Head Start Program Performance Standards.

What are the long range plans for the partnership?
Future collaborations include expanding the current co-location program to serve an additional 17 children and families, targeting children in foster care utilizing the child care center's therapeutic services and to provide Head Start and child care services in blended classroom settings.

What are the structure and strategies for the partnership?
Head Start is implemented during the morning, with child care and additional Head Start services provided in the same classroom for the remainder of the day. The center operates 252 days per year from 6:00 a.m. to 6:00 p.m. Monday through Friday.

The child care center provides: teaching staff, cooks, janitors, administrator, and classroom and required facility space. SIUC Head Start provides: compensation to support the cost of performing comprehensive Head Start services; supplies, materials and equipment for classroom and office; CDA and conference training; substitutes for home visits, training and conferences; Family/Community Services Worker; a Collaboration/Training Coordinator who serves as a link between the two agencies; and bus transportation.
Evaluation of the collaborative partnership has been an integral component of operation. Quality programming is ensured through regular monitoring and documentation, consisting of:

- Regular on-site visits by the Collaboration/Training Coordinator
- Formal observations of education, nutrition, health and mental health services
- Child and Adult Care Food Program monitoring
- Provision of training and professional development opportunities to staff
- Regularly scheduled monthly meetings between the child care Director and the Collaboration/Training Coordinator, and a quarterly meeting with the Head Start Director
- Outlining responsibilities in a policy and procedure operating manual for staff

A formal contract developed by the SIUC Office of Research and Development is signed by both parties.

What outcomes/goals do you have for the partnership?
The original goal of providing full day/year Head Start and child care services continues to be the core of the collaboration. We continue to discover areas of practice that require dialogue and procedural adaptations.

What are the benefits of the collaboration?
Several accomplishments and positive outcomes have occurred as a result of the collaboration, which include:

- Engaging child care staff in the Head Start philosophy has led to implementation of Head Start not only in the collaboration classroom, but throughout the center, i.e., all classrooms now eat family style and children brush their teeth.
- Parents and children have benefited from continuity of services that are provided at the co-location site.
- Enhanced equipment and supplies provided to the co-location staff.
- Professional growth and development training and conferences encouraged and supported for the co-location staff.
- The collaboration has provided SIUC Head Start with another option in meeting children/families' needs.
- We discovered that child care and Head Start requirements can be accomplished in full day/year programs.
- Provided the child care agency with another marketing tool.
- Coordinating procedures and activities required to operate between a small private child care agency and a major state university.
- Confirmed the importance of planning, written documents, and willingness to communicate effectively for the best interests of children and families.
- Shaped an organizational structure containing a team management approach that encompasses direct supervision of staff by a supervisor along with supervision of functions by the Collaboration/Training Coordinator.

What kinds of challenges have you experienced?

There have been some obstacles in obtaining a complete success that include the following:

- Parent involvement has been limited in both the classroom and at parent meetings.
- Parent meetings have been held in conjunction with the child care center's established family nights, with little improvement in attendance.
- Continuing to assess the role of the Policy Council member with respect to hiring co-location teaching staff.
- Current strategy is to combine the co-location parent committee with another center in that county in hopes that more interest will be generated.
- Co-location exhibited some difficulty in following procedures with regards to reimbursement for substitute teachers. We discussed the procedure and developed a new form.
- SIUC Head Start had a break down in procedures with regards to reimbursement of billing on classroom supplies. Appropriate staff met and recommended a solution to the Director. New procedure in place now - time will tell!

Replicable Parts

From our experience with the collaboration, the following information was gained:

- Do a thorough investigation of potential partners
- Take a proactive approach as the Head Start Director - reach out to child care, PreK, etc.
- Hold dialogues that allow all parties to discuss issues, expectations, etc.
- Involve staff at all levels from the beginning
- Listen to staff at all levels
- Commit everything to writing, including contract, job descriptions, policies and operating procedures - this will save time, resources and confusion
- Schedule both informal and formal meetings - communication is essential

SURVEY/DATA RESULTS

INFORMATION COLLECTION, ISSUES, AND DEFINITIONS

Methods. The four charts in this Section provide information about the status of collaboration with Early/Head Start in Illinois at this point in time. The IDHS Head Start State Collaboration Office began the process of collecting information and trying to capture/define collaboration in Illinois in the summer of 1999 with its first mass mail-out survey. While return results from that survey exceeded success rates for mass mailings at a little more than 10%, this return didn't give the picture the Office wanted. Another mail-out was completed in 2000, with again the same results. Numerous phone interviews were conducted during 2001 and the beginning of 2002 to capture qualitative (anecdotal) and quantitative information on collaborative arrangements and slots. While the following charts do not break the numbers of children in collaboration down as much as was originally attempted by the Collaboration Office, these numbers nevertheless give a baseline on which to build future data collection.

Issues. It should be noted that collecting data on collaboration slots is a difficult task for basically three reasons:

Full day, full year collaboration is an ever-changing landscape. Collaboration is hard work. It is based on relationships, trust, communication, and the ability to address the various policy, funding, human relations, and logistical barriers that arise. For this reason, Illinois early care and education collaborative arrangements come and go. For example, a Head Start program may have a strong collaboration with a school district whose superintendent supports the community effort, but if the superintendent leaves, the collaboration may end.

Collaborative arrangements of any sort take on so many nuances and are so individualized that calculating numbers and fitting them into a pre-defined set of models or model slots is difficult. For good reason, collaborative arrangements vary by community and agency, depending on the individuals and agencies that create them. What is needed and works in one community will not be the arrangement that will be successful in another. In spite of our efforts to define and compartmentalize collaboration, there is no "one size fits all." To get precise results, someone who understands the different variations of collaboration must collect the data, preferably by interview method, not email or mail-out surveys, so appropriate questions can be asked until the information sought is extracted.

In spite of the growth in collaboration over the last five years, formal, defined, supported full day, full year collaborations are fairly new. Agencies are still feeling their ways through the maze and fitting collaborative arrangements into their systems and record keeping/data collection procedures.

Definitions. Several definition-related communication issues add to the difficulties in collecting collaboration data. Throughout this report, the terms partnership and collaboration are used interchangeably. In collecting the numbers found on the charts that follow in this section, however, a specific definition of collaboration was used. An Early/Head Start collaboration was defined as an arrangement where the children are served in one location with some braiding of resources. How the braiding is done will vary by

agency, but for the purposes of the "Point in Time" pictures, the arrangement had to be more than a co-location (two or more separately run classrooms in the same building) and wouldn't include children moving from site to site.

Additionally, the terms full day and full year had to be specified. These terms cause general confusion in the collaboration arena because each early care and education strand approaches them a little differently. Full day, for the purposes of this report, means the program is open a minimum of 8 hours. Most are open 12 hours to better accommodate parents' varying work schedules. For this reason, most of the PreK collaborations are not listed as full day. In Illinois, few of the school districts' PreK programs are full day and when they are, in district terms, it means a 6 hour program. Even when Head Start and districts collaborate, they are generally combining ½ day Head Start and PreK and, especially if the program is located in the district's facility, making a 6 hour day of instruction and care for children. Since that configuration does not meet the definition for this report, those collaborations are listed as "school day." Full year, for the purposes of this report, indicates 11 months or more of service.

SURVEY RESULTS

The first two (2) Charts that follow this section contain a sample of the results of the mail out surveys, completed in 1999 and 2000 to more than five hundred (500) early care and education providers of all types each year, as well as at least thirty-eight (38) anecdotal phone interviews conducted with Head Start programs in 2001 and 2002. The sample of twenty-five Head Start grantee agencies on these Charts represents 53% of the forty-seven Illinois grantee agencies, including Early/Head Start and Migrant/Seasonal.

- **CHART 1: Survey Respondents' Collaboration Services** gives a picture of the wide range of collaborative arrangements, including but not limited to full day/year, used by a sampling of twenty-five (25) Early/Head Start programs to implement quality comprehensive services for low income families with young children.

- **CHART 2: Survey Respondents' Program Options and Funding Sources** captures the variety in program options and funding sources used by the same sample twenty-five (25) Early/Head Start grantee agencies to provide the core comprehensive Early/Head Start and supplemental services, such as full day/full year. Nine (9) agencies represented on this Chart indicated they have classrooms co-located with public school districts. Of these, Lifelink and SIU-E have more extensive collaborations with these districts. In Quincy and Mt. Vernon, the school district is also the Head Start grantee agency. Twelve (12) other Early/Head Start grantee agencies have co-located classrooms/collaborations with the school districts. Five of these (ERBA, IVEDC, Kankakee, TCOC and WCCS) have co-located classrooms. Seven have more extensive collaborations (Champaign, CDHS, CEDA, Riverbend, Ounce of Prevention, PCCEO and Rock Island). In Rock Island and Kankakee, the school districts are also the Head Start grantee agencies.

CHART 1: SURVEY RESPONDENTS' COLLABORATION SERVICES

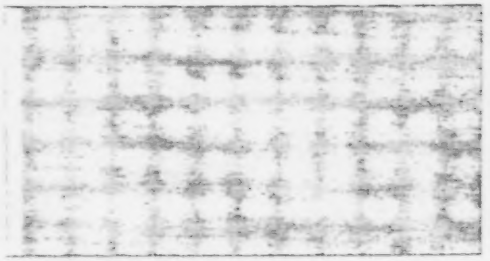
	Key Services	Funded Collaborations	Other Collaborations
Angie Messmer – Director Southern Seven Health Dept. Early/Head Start Public/Private Non-Profit Agency	Head Start mandated core services	Partners in Care & Education (DHS collaboration grant)	Even Start Program (GED classes), Family Literacy Grant Program (family literacy activities, field trips to the Mounds Library, literacy aides, library cards, staff literacy training, books), TIPs Learning Tree Child Care Center (wrap around, provide staff, educational materials, supplies, playground equipment, staff training, teacher mentoring, health services, building improvements, case management, social services, nutrition support),WIC,/Well Child (Head Start referrals), Immunizations, Maternal and Child Health Case Management Programs, PreK
Bonnie Jones – Director **Tazewell - Woodford Head Start** **Single Purpose Agency**	Head Start mandated core services, Social Work, Adult Education, Family Literacy, Community Service, Special Needs Children, Help for the Needy, Training.	Child Care Resource & Referral, Department of Human Services, LEA	
Cathy Reed – Director SIU-C Head Start **Public/Private Non-Profit Agency**	Head Start mandated core services. Supplies, materials, and equipment for classroom and office; conference training, Family/Community Services Worker; Collaboration/Training Coordinator (serves as a link between the 2 agencies), Bus transportation	Tip's Tot's and Tree House (non-for profit day care, division of Delta Foundations; HS services are provided in the morning with child care and additional HS services provided in the same classroom for the rest of the day).	
Denise Conkright – Executive Director PACT for West Central Illinois Early/Head Start **Public/Private Non-Profit**	Head Start mandated core services	WIU in Macomb: PACT administers child care servs. for WIU students & staff; hire & train child care staff, provide day-to-day services & all administrative functions. WIU provides the site for 2 classrooms & pays utility & maintenance costs. DHS provides subsidized child care at the site.	
Amy Alley – Asst. Director Project NOW Head Start **Community Action Agency**	Head Start mandated core services. Education, Special Needs, training	Partners in Care & Education (DHS collaboration grant)	

CHART 1: SURVEY RESPONDENTS' COLLABORATION SERVICES

	Key Services	Funded Collaborations	Other Collaborations
Terry Mann, Director Evanston Early Head Start **Public/Private Non-Profit Agency**	Head Start mandated core services. Child Development Services. Roving reader		
Carmen Butron, Director El Valor Early Head Start Community Action Agency	Head Start mandated core services, monthly workshops and support groups, trying to start a literacy program for children and adults, Dental Services		
Cindy Montgomery, Director CEFS Head Start **Community Action Agency**	Head Start mandated core services and whatever other interests to families		School Districts in all counties (except Shelby)
Cleo Holt, Director Mt. Vernon School District Head Start **Public School System**	Literacy program, Mental Health, GED program, Immunizations, Counseling, Clothing Drives, Food Drives, and Head Start mandated core services		Project Child, Catholic Social Services, Franklin and Jefferson School District, American Red Cross, Jefferson County Health Department, PAV (People Against Violence), DCFS, Angels on Assignment, West Salem Counseling and Educational Center. The Amy Center, Department of Rehabilitation Services, Lutheran Child, Grand Lake College, Department of Health and Human Services, Jefferson County . Comprehensive Services.
Deborah Ditchen, Director Heartland Head Start **Public/Private Non-Profit**	Head Start mandated core services, Nurse on staff, Adult Education Classes, Domestic Violence support group, Dental Services on site	The children receive full day M-F, school year services at a HS site. HS funds the am portion while IDHS and the United Way fund the pm portion.	Head Start provides a co-teacher and family worker the program by providing all aspects of the Performance Standards, HS funds the teacher, family worker, a portion of the supplies, equipment, and field trips.
Jean Cunningham, Director East Central Illinois CAA Head Start Community Action Agency	Mental Health Services, Full range of screenings for children; speech, dental, eye, hearing, developmental, Family Development specialist, GED classes, Goal and Career Planning, Weatherization, Energy Planning, Referrals, Head Start mandated core services.	Salvation Army, ABC Day Care, Cross Pointe Human Services, Community Action (of Lorelei).	Cross Pointe provides a classroom for us. Hospital provides food service for 8 classrooms. ABC day care provides ½ day service.
John Lovelace, Director SIU-E Early/Head Start **Public/Private Non-Profit**	Head Start mandated core services, Mental health, educational services, health services, psychological services		School Districts: 189, 118, 186, 188. CHASI, University of Illinois, Shiloh School District, WIC.

CHART 1: SURVEY RESPONDENTS' COLLABORATION SERVICES

	Key Services	Funded Collaborations	Other Collaborations
Karen Haigh, Director Chicago Commons Early Head Start Community Action Agency	Mental health services, special needs, Head Start mandated core services		
Karen Ross, Manager Christopher House Early Head Start **Community Action Agency**	Head Start mandated core services, Social Work, Language, Parenting Classes, Health Clinic, ER Services		
Karin Nuelle, Director CAA for McHenry County **Community Action Agency**	Mental Health Services, Family Planning, Disability Services, Referrals, Head Start mandated core services		All in kind services. All school districts in the county, ranging from assessments of children, transitioning, and workshops. DHS office provides space for recruiting and referrals
Kathy Fudge-White, Director Catholic Charities Head Start Public Non-Profit	Kindergarten readiness skills, Special needs intervention services, Family planning, Head Start Mandated core service	50 partners: in Health Services, Social Services, School Districts. Partners in Care & Education (DHS collaboration grant)	All in kind services
Kay Peterson, Director Lake Co. Family YMCA Early Head Start **Private Non-Profit**	Head Start mandated core services. Individualized behavioral screening	None	Waukegan School District, Illinois Department of Human Services, Good Will Industries
Lynda Hazen – Director Lifelink Head Start **Public/Private Non-Profit**	Head Start mandated core services	Metropolitan Chicago YWCA (fee for classroom staff and space).	Villa Park District #45 (space, transportation, training, screenings, disability services, overlapping sessions, services for extended day)
Mary Lockhart-White, Executive Director Lake County CAA Head Start **Community Action Agency**	Head Start mandated core services	DHS Child Care	Lake County Health Department (health screenings), YWCA (referrals), DCFS (referrals), College of Lake County (training, Family Literacy, Education), Finch University (children with disabilities)
Patti Kingery, Director Howard Area Community Center Early Head Start **Community Action Agency**	Head Start mandated core services, Nurse on staff, Adult Education classes, domestic violence support group, dental services on site		Healthy Family of Illinois, Early Child Center.
Rita D. Washington, Director Easter Seals Society Early Head Start **Public/Private Non-Profit**	Dental services, mental health services, Nurse Consultant. Just received a $5K Literacy Grant		

CHART 1: SURVEY RESPONDENTS' COLLABORATION SERVICES

	Key Services	Funded Collaborations	Other Collaborations
Sherie Marten, Director NICAA Head Start **Community Action Agency**	Head Start mandated core services	Amity Well Child Clinic (provides physical exams & immunizations for Head Start at a low cost), Family Life Center (provides mental health services to HS at a reduction of costs)	Early Childhood Consortium; Aquin Interact Club & Kiwanis Clubs (volunteers/supplies/gifts); Cooperative Extension (parent/staff workshops); Northwest Special Education (share children, IEPs, screening, bus service); PASS (share screening & recruitment); Freeport School District #145 (share transition activity resources); Malcolm Eaton (0-3 program/special needs children; referrals & shared training); LIC & Child/Family Connections; Community Clinic (clients with no medical card/insurance/or are income eligible); Denticians, Inc. (dental exams); Stephenson & Jo Daviess Co. Health Dept./WIC (information & records regarding labs); several day care centers – pick up or drop off children to various sites; Amity Day Care & Learning Center (share kitchen, food service, maintenance worker, space, a playground & children); Even Start (referrals, assist with screening, coordinate case management system)
Barb Lunnemann, Director Clinton Co. Rehab Services Early Head Start **Private Non-Profit**	Mental Health Services, Nurse consultant, Pre-natal, WIC (immunization), Head Start mandated core services		
Carol Dellahousaye, Director CHASI Early Head Start **Public/Private Non-Profit**	GED, Basic Adult Education, Counseling, Lead Abatement and Parenting Classes	11 Family Child Care Providers total. Family Child Care Homes provide services for 32 infants and toddlers and 36 pre-school age children – full day full year services for working parents with Head Start and IDHS funding. Also Home Based services for 40 children ages birth to three, using Partnerships for Learning Curriculum	Chicago Board of Health provides Saturday morning clinics for teen parents and well baby clinics also Local Interagency Council, Local Education Agency, Health Start Initiative, Lead Abatement
Julie Schuckman, Director Quincy Early Childhood Head Start **Public School System**	Parents as Teachers; Head Start core services; PreK	Local day cares provide 10-15 students and shared staff development	The district supplements grant funding for facilities, transportation, professional development, etc.

CHART 2: SURVEY RESPONDENTS' PROGRAM OPTIONS & FUNDING SOURCES

	Center Based	Home Based	Family Child Care Home	Funding Sources	Co-Located Classrooms with School District?
Catholic Charities (Joliet) Early/Head Start	XX		XX	EHS/HS/CC	N
CHASI Early Head Start (Chicago)	XX	XX	XX	EHS/CC	N
Chicago Commons Early Head Start	XX	XX		EHS/CDHS/CC	N
CEFS Head Start	XX	XX		HS/PP	Y
Christopher House Early Head Start	XX		XX	EHS/CDHS	N
Community Action of McHenry Co. Head Start	XX	XX		HS/CC	N
East Central Illinois CAA Head Start	XX	XX		HS/PP/PK	N
Easter Seals Early Head Start	XX			EHS/CC	N
El Valor Early Head Start		XX		EHS/CDHS	N
Evanston Early Head Start	XX	XX		EHS/CC	N
Heartland Head Start	XX			HS/CC/PP	N
Howard Area Comm. Center Early Head Start	XX	XX		EHS/CDHS	N
Lake County Community Action Head Start	XX			HS/CC/PP	N
Lifelink Head Start	XX	XX		EHS/HS/CC	Y
Mt. Vernon School District Head Start	XX			HS/PK	Y
NICAA Head Start	XX			HS/CC	Y
PACT for West Central IL Early/Head Start	XX	XX		EHS/HS/CC	Y
Project NOW Head Start	XX	XX		HS/CC	Y
Quincy School District Head Start	XX			HS/PK	Y
SIU-C Head Start	XX			HS/CC	N
SIU-E Early/Head Start	XX	XX	XX	EHS/HS/CC	Y
Southern Seven Health Dept. Early/Head Start	XX	XX		EHS/HS/CC/PK	N
Tazewell-Woodford Head Start	XX	XX		HS/CC	Y

Notes: Funding Source Codes = EHS – Early Head Start; HS – Head Start; CC – IDHS Child Care; CDHS – Chicago Dept. of Human Services (for child care funding); PK – PreK; PP – Private Pay/Other Sources.

EARLY/HEAD START COLLABORATION NUMBERS

The most effective effort at collecting actual numbers of children in collaborative arrangements can be seen in the last two Charts that follow this Section, described below and on the next page. The data contained in these Charts was gathered by phone interview with every Early/Head Start Director in Illinois. These interviews were completed by Collaboration Office staff during Spring 2002, who spoke personally with every Illinois Early/Head Start grantee agency Director, including Migrant/Seasonal, to determine these numbers.

It should be noted that Early/Head Start grantees are the agencies that receive their funding directly from the federal government. Four grantee agencies in Illinois subcontract all or part of their Early/Head Start funding to delegate agencies: Chicago Department of Human Services, Community and Economic Development Association, Ounce of Prevention Fund, and Migrant/Seasonal Head Start (IDHS). The delegate agencies were not surveyed. The four grantee agency Head Start Directors provided numbers for their entire funded enrollment, including their delegate agencies. One hundred percent (100%) of the Illinois grantee agencies were interviewed. Only the ones currently collaborating to provide full day, full year services are represented on these Charts.

Both Charts are titled "Point in Time Picture - May 2002." This title is meant to reflect that collaboration changes quickly and we will compare point in time pictures to grasp how it is progressing. The proposed/future collaboration slots indicated on these charts for the time period between May and Fall 2002 reinforce this idea. This data stands as a snapshot as of May 2002. It provides a baseline from which growth and change can more easily be documented and compared in the future.

CHART 3: Illinois Head Start Collaboration Slots by Grantee Agency/Type of Collaboration/Age of Child.

This Chart provides the numbers of children in various Early/Head Start collaborations in the six categories below. Children are divided by age (birth to age 3 and 3-5 year old) in each of the six categories.

- collaborations with PreK (could be either Model 1 or 2 from Section 1 of this report)
- collaborations with a child care center (Model 2)
- collaborations with a family child care home or home network (Model 3); and,
- three types of Model 1 collaborations: Head Start agencies who are using child care certificate funding through the CCR&R to extend the Head Start day; those who have a child care contract with IDHS; and/or the fourteen agencies in the IDHS $10 million PICE program

It can be seen from this chart that, as of May 2002, fourteen thousand five hundred forty-nine (14,549) Early, Migrant/Seasonal, and Head Start children were in collaborative arrangements with PreK and/or child care. This represents about 40% of the Early, Migrant/Seasonal, and Head Start children served in Illinois. Of the 14,549 children, 1,146 (8%) are children ages birth to 3 and 13,403 (92%) are ages 3-5.

Two thousand six hundred sixty-six (2,666) 3-5 year old Head Start children were in collaborative arrangements with the PreK program. This represents 18% of the total Illinois Early/Head Start children in collaborative arrangements. It can be seen in the next Chart, which contains more anecdotal information about these collaborative arrangements, that more than half of these children (about 1,638) are in school day and/or school year services, *not* full day/full year. At least thirty-four (34) are in a three-way collaboration between Head Start, child care and PreK.

A total of 1,343 Early/Head Start children, 9% of the total in collaboration, are in arrangements with a separate child care provider. Of these, 205 are children ages birth to 3 and the rest are preschool age. Two hundred sixty-five (265) children (2% of the total) are in collaborative arrangements with a family child care home or home network. Of these 167 are ages birth to 3 and 98 are ages 3-5.

As of May, one thousand nine hundred forty-three (1,943) children were served by the PICE collaboration grant. Most of these children are ages 3-5 (all but 16) and many are served in collaboration with agencies other than the one that receives the grant (WADI, Chicago DHS, WEEOC, Rockford, and CEDA).

The largest numbers of Illinois Head Start children in collaboration are seen in the "Child Care Certificates" (2,071, 14%) and "Site Child Care Contract" (6,245; 43%) categories. Affecting the latter numbers is the fact that the Chicago Department of Human Services (CDHS) serves by far the largest number of Early/Head Start children in Illinois and holds the largest site administered child care contract with IDHS. CDHS contracts with more than seventy (70) delegate agencies to provide both Early/Head Start and child care services. They are the largest provider and the largest user of Model 1 in Illinois. All of the Head Start preschool age children served collaboratively with child care certificates (1,888) are in centers. About 80 of the children ages birth to 3 in this category are served in family child care homes. The rest are in centers.

CHART 4: Illinois Head Start Collaboration Slots by Grantee Agency.
This Chart provides some narrative explanation by grantee agency to explain the numbers in the previous Chart. It also describes new collaborations planned for May through Fall 2002 and gives a picture of how many collaborative slots are new since 1999.

As can be seen in the Chart, there is potential growth by October 2002 of three hundred forty-two (342) Early/Head Start collaboration slots. All these slots are far enough along in the planning stages that Directors were willing to share the plans.

It can also be seen that the growth in Early/Head Start collaboration slots has been phenomenal in the last three (3) years. Directors reported that 6,160, or 42% of the total, of their collaborative slots are new since 1999.

CHART 3:

ILLINOIS HEAD START COLLABORATION SLOTS BY GRANTEE AGENCY/TYPE OF COLLABORATION/AGE OF CHILD

POINT IN TIME PICTURE MAY 2002

GRANTEE AGENCY	PRE-K	CHILD CARE CENTERS		CHILD CARE HOMES		Child Care Certificates		Site CC Contract		IDHS PICE GRANT		TOTAL
	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	
Anna Waters Decatur	12										17	29
BCMW Centralia					20		17					37
Catholic Charities Joliet		10		20			10		30	16	145	231
CIEDC Lincoln			9									9
Champaign Co. Urbana	34		34	18	16		16				61	179
Chicago Commons EHS		64		32		64						160
CHASI EHS Chicago				32								32
CDHS Chicago	960						1,244	575	5,531		1,051	9,361
City of Rockford			103								25	128
McHenry CAA Woodstock			16									16
CEDA Chicago/Cook Co.	68		17				106		79		200	470
East Central IL CAA Danville			51									51
Easter Seals EHS Chicago						20						20
ERBA Greenup			27									27
Evanston EHS						65						65
FWHS EHS Marion				25								25
Heartland Bloomington			36				50		10			96

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CHART 3:

ILLINOIS HEAD START COLLABORATION SLOTS BY GRANTEE AGENCY/TYPE OF COLLABORATION/AGE OF CHILD

POINT IN TIME PICTURE MAY 2002

GRANTEE AGENCY	PRE-K	CHILD CARE CENTERS		CHILD CARE HOMES		Child Care Certificates		Site CC Contract		IDHS PICE GRANT		TOTAL
	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	
Kankakee Co. Head Start							24					24
Lake Co. CAA Waukegan			80									80
Lifelink Bensenville	34		17			16						67
Migrant Head Start (IDHS) Springfield		20	26									46
Mt. Vernon School District	18											18
NICAA Freeport							12					12
Ounce of Prevention Chicago	119	56	174		62		12				68	491
PACT Mt. Sterling		12	54				20		20			106
PCCEO Peoria	36		90			18						144
Project NOW Silvis											34	34
Quincy School District	299											299
Riverbend FCS Alton	17		55				85					157
Rock Island Milan School District	30		17									47
SIU-C Carbondale			68				56					124
SIU-E East St. Louis	477	28	80	40								625
Southern Seven Ullin	40										35	75
Springfield Urban League		15									40	55

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CHART 3:

ILLINOIS HEAD START COLLABORATION SLOTS BY GRANTEE AGENCY/TYPE OF COLLABORATION/AGE OF CHILD

POINT IN TIME PICTURE MAY 2002

GRANTEE AGENCY	PRE-K	CHILD CARE CENTERS		CHILD CARE HOMES		Child Care Certificates		Site CC Contract		IDHS PICE GRANT		TOTAL
	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	Birth-Age 3	Ages 3-5	
Tazewell Woodford												
East Peoria							64					64
TCOC												
Rock Falls			68				35					103
Two Rivers												
Batavia	494						137					631
WADI												
Enfield			88								60	148
WCCS												
Monmouth											17	17
WEEOC												
Steeleville	28		28								76	132
Casa Central (CDHS delegate; PICE grantee)											114	114
SUB - TOTALS	2,666	205	1,138	167	98	188	1,888	575	5,670	16	1,943	14,549
						(163 in ctrs.)	(all in ctrs.)	(88 in ctrs.)	(all in ctrs.)			
TOTALS	2666 (18%)	1,343 (9%)		265 (2%)		2,071 (14%)		6,245 (43%)		1,959 (14%)		14,549
	(HS/PreK)	(HS/CC Center)		(HS/CC Homes)		(HS/CC Certificates)		(HS/Site Contract)		(PICE Program)		

TOTAL HEAD START CHILDREN IN COLLABORATIONS BY AGE: ***BIRTH TO AGE 3 1,146 (8%)***
AGES 3-5 13,403 (92%)

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CHART 4: ILLINOIS HEAD START COLLABORATION SLOTS BY GRANTEE AGENCY
POINT IN TIME PICTURE MAY 2002

GRANTEE AGENCY	PRE-K	CHILD CARE CENTER	CHILD CARE HOME	CC CERTIFICATE/CONTRACT & PICE Collaboration Grant (IDHS)	TOTAL	NEW SINCE 99
Anna Waters Head Start, Decatur	12 children ages 3-5 school day/school year.	No collaborations.	No collaborations.	17 children ages 3-5 in IDHS PICE contract full day/year. Increasing to 34 fall 2002.	29 (+17 fall 2002)	12
BCMW Community Services Head Start, Centralia	No collaborations.	None in operation, but working on some.	20 children ages 3-5 full day/year.	17 children ages 3-5 full day/year on child care certificates. Expanding by 17 in June 2002.	37 (+17 June 2002)	37
Catholic Charities, Diocese of Joliet, Early/Head Start	No collaborations.	10 children birth-age 3 full day/year.	20 children birth-age 3 full day/year. Working on 32 full day/year for ages 3-5.	30 ages 3-5 on IDHS site contract. 10 ages 3-5 - child care certificates. 161 IDHS PICE contract. All full day/year.	231 (+ 32 in progress)	120
CEFS Economic Opportunity Corporation Head Start, Effingham	No collaborations.	0 operating currently. Starting 17 children ages 3-5 fall 2002.	No collaborations.	No collaborations.	0 (+17 fall 2002)	0
Central IL Economic Devt. Corporation (CIEDC) Head Start, Lincoln	No collaborations	9 children ages 3-5 full day/year. Increasing by 6 in fall 2002.	No collaborations.	No collaborations.	9 (+6 fall 2002)	9
Champaign Co. Early/Head Start, Urbana	34 children ages 3-5 school day/school yr. *(Families offered full year slots by Head Start)*	34 children ages 3-5 full day/year.	18 children birth-age 3 full day/year. 16 children ages 3-5 full day/year.	16 children ages 3-5 full day/year using child care certificates. 61 children ages 3-5 full day/year on IDHS PICE contract.	179	100
Chicago Commons Early Head Start, Chicago	No collaborations.	64 children birth - age 3 full day/year.	32 children birth - age 3 full day/year.	64 children birth-age 3 full day/year on child care certificates.	160	64
CHASI Early Head Start, Chicago	No collaborations.	No collaborations.	32 children birth - age 3 full day/year.	No collaborations.	32	0
Chicago Dept. of Human Services (CDHS) Early/Head Start	340 children ages 3-5 school day/year. 620 children ages 3-5 full day/year.	None - internal.	None - internal.	1,244 children ages 3-5, full day/ year on child care certificates (in centers). 1,051 on IDHS PICE contract ages 3-5 full day/year. 575 children Birth - age 3 (88 in center & 487 in homes) & 5,531 children ages 3-5 (centers) - all site contract; all full day/year.	9,361	3,500

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CHART 4: ILLINOIS HEAD START COLLABORATION SLOTS BY GRANTEE AGENCY
POINT IN TIME PICTURE MAY 2002

GRANTEE AGENCY	PRE-K	CHILD CARE CENTER	CHILD CARE HOME	CC CERTIFICATE/CONTRACT PICE Collaboration Grant (IDHS)	TOTAL	NEW SINCE 99
City of Rockford Dept. of Human Services Head Start, Rockford	No collaborations for extending day. (Using single point of entry)	103 children ages 3-5 full day/year.	No collaborations.	25 children ages 3-5 on IDHS PICE contract with Circles of Lrng. Child care center full day/year.	128	103
Clinton Co. Rehab Services Early Head Start, Breese	No collaborations.	No collaborations.	No collaborations.	No collaborations.	0	0
Community Action of McHenry County Head Start, Woodstock	No collaborations.	16 children ages 3-5 full day/year.	No collaborations.	No collaborations.	16	16
Community & Economic Devt. Agency of Cook Co. (CEDA) Early/Head Start, Chicago/ suburban Cook Co.	68 children ages 3-5 school day/full year.	17 children ages 3-5 full day/year.	0 current. 16 children ages 3-5 planned for fall 2002.	106 children ages 3-5 full day/year on child care certificates & 79 on site contract. 200 ages 3-5 on DHS PICE contract full day/year.	470 (+16 fall 2002)	191
East Central IL Community Action Agency Head Start, Danville	No collaborations.	51 children ages 3-5 full day/year. Working on 20 new for fall 2002.	No collaborations.	No collaborations.	51 (+20 fall 2002)	34
Easter Seals of Metropolitan Chicago Early Head Start	No collaborations.	No collaborations.	No collaborations.	20 children ages birth-3 full day/ year on child care certificates.	20	20
El Valor Early Head Start, Chicago	No collaborations.	No collaborations.	No collaborations.	No collaborations.	0	0
Embarras River Basin Agency (ERBA) Head Start, Greenup	No collaborations.	27 children ages 3-5 full day/year (just started)	No collaborations.	0 current. 34 children ages 3-5 full day/year starting summer '02 on certificates.	27 (+34 summer 2002)	27
Evanston Early Head Start	No collaborations.	No collaborations.	No collaborations.	65 children ages birth-3 (20 in homes/45 in centers) full day/year on child care certificates	65	65
Franklin Williamson Human Servs. Early Head Start, Marion	No collaborations.	No collaborations.	25 children ages birth-3 full day/year.	No collaborations.	25	25
Heartland Head Start, Bloomington	0 current. Starting 12 children ages 5 school day/ y[illegible] ll 2002.	18 children ages 3-5 full day/year. 18 ages 3-5 full day/part year. Adding 18 children 3-5 full day/year in fall.	No collaborations.	50 children ages 3-5 full day/year on child care certificates. 10 children ages 3-5 full day/year on site administered contract.	96 (+12 PreK & 18 cc fall)	0

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CHART 4: ILLINOIS HEAD START COLLABORATION SLOTS BY GRANTEE AGENCY
POINT IN TIME PICTURE MAY 2002

GRANTEE AGENCY	PRE-K	CHILD CARE CENTER	CHILD CARE HOME	CC CERTIFICATE/CONTRACT PICE Collaboration Grant (IDHS)	TOTAL	NEW SINCE 99
Howard Area Community Center Early Head Start, Chicago	No collaborations.	No collaborations.	No collaborations.	No collaborations.	0	0
IL Valley Economic Devt. Corp. (IVEDC) Head Start, Gillespie	No collaborations.	No collaborations.	No collaborations.	No collaborations.	0	0
Kankakee County Head Start	No collaborations.	No collaborations.	No collaborations.	24 children ages 3-5 full day/ year on child care certificates.	24	24
Lake Co. Community Action Agency Head Start, Waukegan	No collaborations.	80 children ages 3-5 full day/year.	No collaborations. (Trying to establish)	No collaborations.	80	80
Lake Co. YMCA Early Head Start, Waukegan	Just funded. In planning year.					
Lifelink Early/Head Start, Bensenville	34 children ages 3-5 school day/school year.	17 children ages 3-5 full day/year.	No collaborations.	16 children ages birth-3 full day/ year using child care certificates. Starting 17 children ages 3-5 full day/year on certificates fall '02.	67 (+ 17 fall)	33
Migrant/Seasonal Head Start, (IDHS) Springfield	No collaborations.	20 children ages birth-3 full day/seasonal. 26 children ages 3-5 full day/seasonal.	No collaborations.	No collaborations.	46	46
Mt. Vernon School District Head Start	18 children ages 3-5 school day/part year.	No collaborations.	No collaborations.	No collaborations.	18	18
Northwestern IL Community Action Agency Head Start, Freeport	No collaborations.	No collaborations.	No collaborations.	12 children ages 3-5 full day/year using child care certificates.	12	0
Ounce of Prevention Fund Early/ Head Start, Chicago	85 children ages 3-5 in CPS PreK contract served full day/year. 34 ages 3-5 in PreK, child care, Head Start full day/year.	56 children birth-age 3 full day/year. 174 children ages 3-5 full day/year. Planning 64 more for fall 2002 (3-5s).	62 children ages 3-5 full day/year.	12 children ages 3-5 full day/year using child care certificates. 68 children ages 3-5 full day/year in IDHS PICE contract.	491 (+64 fall '02)	423
Parents & Children Together (PACT) Early/Head Start, Mt. Sterling	No collaborations.	12 children birth-age 3 full day/year. 25 children ages 3-5 full day/year. 29 children ages 3-5 part day/part year.	No collaborations.	20 children ages 3-5 on IDHS site contract full day/year. 20 ages 3-5 on child care certificates full day/year.	106	12

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CHART 4: ILLINOIS HEAD START COLLABORATION SLOTS BY GRANTEE AGENCY

POINT IN TIME PICTURE MAY 2002

GRANTEE AGENCY	PRE-K	CHILD CARE CENTER	CHILD CARE HOME	CC CERTIFICATE/CONTRACT PICE Collaboration Grant (IDHS)	TOTAL	NEW SINCE 99
Peoria Citizen's Committee for Economic Opportunity Early/ Head Start	36 children ages 3-5 school day/ year long school.	90 children ages 3-5 full day/year.	No collaborations.	18 children birth-age 3 on child care certificates full day/year.	144	90
Project NOW Head Start, Silvis	No collaborations.	No collaborations.	No collaborations.	34 children ages 3-5 in IDHS PICE contract full day/year.	34	0
Quincy Public Schools Head Start	299 children ages 3-5 school day/year. Adding 15 fall.	0 current. Transferring 50 PreK to center in fall.	No collaborations.	No collaborations.	299 (+15 fall)	0
Riverbend Family & Community Services Early/Head Start, Alton	17 children ages 3-5 full day/year. Working on another 17 ages 3-5 full day/ school year.	55 children ages 3-5 full day/year. Starting 24 more ages 3-5 full day/year in June.	No collaborations.	85 children ages 3-5 using child care certificates full day/year.	157 (+41 new planned)	47
Rock Island Milan School District Head Start	30 children ages 3-5 full day/school year.	17 children ages 3-5 full day/year.	No collaborations.	No collaborations.	47	17
Southern IL University at Carbondale Head Start	No collaborations.	68 children ages 3-5 full day/year.	No collaborations.	56 children ages 3-5 using child care certificates full day/year.	124	34
Southern IL University at Edwardsville Early/Head Start, East St. Louis	477 children ages 3-5 school day/school year.	28 children birth-age 3 school day/school year. 80 children ages 3-5 full day/year.	40 children birth-age 3 full day/year.	No collaborations.	625	477
Southern Seven Health Dept. Early/Head Start, Ullin	40 children ages 3-5 full day/year.	No collaborations.	No collaborations.	35 children ages 3-5 in IDHS PICE contract.	75	40
Springfield Urban League Early/ Head Start	No collaborations.	15 children birth-age 3 full day/year.	No collaborations.	40 children ages 3-5 in IDHS PICE contract.	55	0
Tazewell Woodford Head Start, East Peoria	No collaborations.	No collaborations.	No collaborations.	64 children ages 3-5 full day/year on cc certificates. Adding 16 fall.	64 (+16 fall)	56
Tri-County Opportunities Council (TCOC) Head Start, Rock Falls	No collaborations.	68 children ages 3-5 full day/year.	No collaborations.	35 children ages 3-5 full day/year using child care certificates.	103	103
Two Rivers Early/Head Start Agency, Batavia	494 children ages 3-5 combination of full day/year, full day/ school year & part day/ school year.	No collaborations.	No collaborations.	137 children ages 3-5 full day/year using child care certificates.	631	137

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CHART 4: ILLINOIS HEAD START COLLABORATION SLOTS BY GRANTEE AGENCY

POINT IN TIME PICTURE MAY 2002

GRANTEE AGENCY	PRE-K	CHILD CARE CENTER	CHILD CARE HOME	CC CERTIFICATE/CONTRACT PICE Collaboration Grant (IDHS)	TOTAL	NEW SINCE 99
Wabash Area Devt., Inc. (WADI) Early/Head Start, Enfield	No collaborations.	88 children ages 3-5 full day/year.	No collaborations.	60 children ages 3-5 in IDHS PICE contract full day/year.	148	88
West Central Community Services (WCCS) Head Start, Monmouth	No collaborations.	No collaborations.	No collaborations.	17 children ages 3-5 in IDHS PICE contract full day/year.	17	0
Western Egyptian Economic Opportunities Council (WEEOC) Head Start, Steeleville	28 children ages 3-5 full day/part year.	28 children ages 3-5 full day/year.	No collaborations.	76 children ages 3-5 in IDHS PICE contract served full day/year.	132	112
Casa Central, Chicago (Ounce Delegate; PICE grantee)				114 children ages 3-5 in IDHS PICE contract full day/year.	114	
TOTALS					14,549	6,160 (42% Incr.)

Note: Chart shows potential for 342 new collaboration slots, currently planned, by October 2002 (2% increase).

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PREKINDERGARTEN/CHILD CARE COLLABORATION

While this report focuses on Early/Head Start collaboration, that being the focus of the Head Start State Collaboration Office, it should be noted that a relatively recent formal count and report of ISBE Early Childhood Block Grant Prekindergarten and child care collaborations was completed in October 2000. Prepared by Margie Wallen, then with the Ounce of Prevention Fund's Kids PEPP with support from a grant from the Chicago Foundation for Women, the report is titled "Design and Implementation of Successful Prekindergarten/Child Care Partnership Programs in Illinois - A How To Manual." It includes information/data from a survey conducted by Kids PEPP, follow up phone calls with school districts that did not respond to the survey, and selected ISBE program plans from the FY2000 Early Childhood Block Grant RFP submissions.

The survey was sent to the sixty (60) school districts identified by the ISBE list. The collaboration found to be in place in 2000 from that effort are detailed below.

School districts delivering some full day, full year PreK/CC partnership services (even if only to a small number of the children (total 10 districts):

- Four (4) districts were delivering PreK services in child care centers (Rockford, Oglesby, McHenry, & Edwardsville), although in one (Edwardsville) the PreK services were only offered 4 days/week during the school year, with the child care center offering wrap around care. Also, there was no summer programming under the Early Childhood Block Grant, but the centers offer summer programs.
- One (1) district (Jacksonville) was planning to offer PreK services in family child care homes in 2000.
- Two districts (both in O'Fallon) were delivering full day, full year PreK services within the public schools.
- One district (Peoria) used 3 different models, including partnerships with Head Start and a community center.
- One district (Springfield) was delivering full school day PreK and using IDHS child care certificates to support before and after school care provided by school staff.
- One district (Chicago) was funding 127 classrooms at 67 child care center sites to serve about 2,200 children through its PreK subcontracting program.

Districts engaging in some type of partnership, but NOT full work day, full year (total 20 districts):

- Sixteen (16) districts provided some sort of transportation to and/or from their PreK program and child care centers and homes (Westmer, Herscher, Liberty, Matteson, Calumet City, Central, Unity Point, Danville, Sherrard, Harmony, Pawnee, Panhandle, Tremont, Fairfield, Lincoln, and Princeville).
- In one (1) district (Northwestern), the local YWCA provided after school care at the school 5 days/week until 5:30 p.m.
- One (1) district (Cahokia) delivered full day care (7 a.m. - 5 p.m.) 5 days/week, but not during the summer.
- One (1) district (Evanston) offered a range of partnership programs, some with child care centers, but only for 6 weeks in the summer with no transportation available.
- One (1) district (Southern) offered before and after school care during the school year.

Districts offering some full school day PreK (total 4 districts):
Hamilton, Union, East Dubuque, and East St. Louis

Districts offering some full school day PreK and also listed in other sections (total 8 districts): Southern, Springfield, Edwardsville, Northwestern, Peoria, O'Fallon, Jonesboro, and Harmony.

Districts that responded that they have NO child care collaboration (total 4 districts):

- One (1) district (Jonesboro) had a Head Start collaboration.
- One (1) district (Streator) had no collaboration and part day, 4 days/week, school year PreK.
- One (1) district (Industry) had no collaboration because they had no parent interest, as indicated in a survey they completed; PreK services were all part day, 4 days/week, school year.
- One (1) district (Prairie Hills) had no current collaboration but planned to rent space from a child care center in FY01.

Thirteen (13) school districts did not respond to the survey nor the follow-up phone calls.

Note: Copies of "Designing and Implementing Successful Prekindergarten/Child Care Partnerships" are made available through the IDHS Head Start State Collaboration Office.

COMMONALITIES

Although all programs are unique and varied in their approach to service delivery, several salient points of commonality and concern come to light. This section addresses those points of commonality.

TIME FOR TEACHER TRAINING, HOME VISITS AND PARENT INVOLVEMENT; CO-PAYMENTS & RECRUITMENT

As local early care and education programs began operating the various models, the impact of full day operations on comprehensive service delivery quickly became evident. Agencies found new and innovative ways to address these issues. Although Head Start staff from part-day programs can work with parents during the day, staff in full-day programs cannot since the parents with children in full-day programs are at work or in training during traditional operating hours. The PICE grantee agencies, having formally addressed these issues for 4-5 years, added issues with parent co-payments and recruitment/enrollment to the list. The questions for agencies have become how to integrate teacher planning and training, parent activities and home visits into the full-day programs. Additionally, how do they get Head Start parents, who don't pay fees for Head Start, accustomed to paying parent co-payments (if they are braiding with child care funding) and how do they address recruitment and enrollment issues.

Agencies used several creative approaches including but certainly not limited to the following.

Agencies continue to explore more and more creative ways to deliver Head Start cornerstone services while operating within child care time frames.

- *Teacher Planning/Training Time:* holding training sessions and cluster sessions during nap time; liberal use of substitutes; including use of Teachers from part day classrooms, if available; hiring "floating" staff with quality enhancement funds; and, closing periodically, e.g., quarterly, for training days.
- *Parent Involvement and Home Visits:* scheduling parent visits and activities at convenient times, such as during breaks between college terms, at the end of work shifts, over lunch breaks, and on weekends. Constructing activities that could support the program but be done in the evenings or on weekends, such as preparing materials for an activity, helping renovate a room or building a playground.
- *Parent Teacher Communication:* keeping a log for each child in which parents and teachers make regular entries; parent mailboxes; and, evening/weekend calls to parents.
- *Parent Co-Payments:* develop a signed contract with parents; break down co-payments into weekly payments; give parents a 30-day time limit for payment; handle families on a case-by-case basis; inform in advance of fee changes; and, work with families through the family support process on budgeting, etc.

- *Recruitment/Enrollment:* develop CATs (Community Awareness Teams) for each county/center area; ensure all staff is committed to recruitment through training, competitions with incentives; use PSAs in local newspapers, radio & TV stations, local cable company & billboards; work your referral network & add new ones (all businesses, faith-based, & community agencies); make sure the program is VERY visible throughout the community (parades, fairs, community events, etc.); hold kindergarten registration at your center; put a "Kids Wanted" ad in the garage sale section of the newspaper; make sure to work the word-of-mouth system well, i.e., current parents, last year's waiting list, etc.; use colorful eye-catching materials (door hangers, posters, fliers, brochures, displays); make sure your enrollment process is as efficient as possible - no extra paperwork; and, examine & evaluate all past methods for their effectiveness and change the system, if needed.

A variety of funders led to a quagmire of methods and issues regarding the coordination of funds.

ACCOUNTING ISSUES

How to allocate costs for program operations among different funding streams presented a new challenge for some agencies. Various methods are used, including:

- ✓ Dividing costs among the participating agencies so that each agency alone pays for a 100% of a particular line item. For example, one participating agency may pay all facilities expenses and another pays all non-facility expenses. Keeping the funding separated simplifies the accounting process.
- ✓ Managing multiple funding streams, but demonstrating different ways of allocating costs to funding sources using allocation formulas.
- ✓ Using no allocation formula at all; instead, pooling all funds into a single account from which all bills are paid.
- ✓ A single allocation formula dividing costs across funding sources: all line item costs allocated proportionally by number of children funded by each source or amount of income from each source.
- ✓ Splitting costs across funding sources according to formulas tailored specifically for each item.

PAYMENTS

Child care payments, which are used to cover the extended portion of the Head Start day, are distributed by reimbursement, rather than paid in grant form like federal Head Start funding. This is problematic for some Head Start agencies.

Cash-flow problems can arise if Head Start agencies need to pay their bills before the reimbursements are received. In this case, agencies either rely on sponsoring agencies to cover the shortfalls or borrow from one part of their program to pay for another.

This collaboration issue is less pervasive in Head Start/PreK partnerships since PreK is a grant program, like Head Start.

FUNDING SHORTFALLS

Many collaboration agencies also struggle to keep their budgets in the black. The reimbursement rates received from many state and local sources are lower than the costs needed to meet Head Start Program Performance Standards throughout the day. For example, child-staff ratios and staffing patterns that are allowable under other funders often fail to meet Head Start requirements. Although agencies have found ways to provide the required funding to maintain Head Start quality, shortfalls that require financial assistance from sponsoring agencies still do occur.

ELIGIBILITY ISSUES FOR NON-HEAD START FUNDS

Loss of eligibility for non-Head Start funding is a problem for all agencies and is essentially caused by two factors: more frequent redetermination of eligibility required by the Illinois child care subsidy system and additional eligibility factors. Receipt of full-day services is generally contingent on the parent's employment status; parents must be working or in training to qualify for full-day services. When parents stop working or drop out of school, even temporarily, the children are no longer eligible for the funding that pays for the non-Head Start portion of the day. Additionally, the Illinois child care subsidy system requires redetermination of eligibility every six (6) months, where Head Start does not. Grantees have developed different strategies to deal with these issues, but all feel that they are continuing problems.

IDHS recognized the collaboration issues related to eligibility and employment, after many discussions with providers, and when it created the Partners in Care and Education (PICE) collaboration program, used it as a "pilot" program for three child care subsidy rule adjustments. PICE grantee agencies redetermine eligibility annually instead of every six months. PICE grantee agencies use a ninety-day job loss grace period, rather than the standard Illinois child care thirty-day period. And if a child's participation in the PICE program is part of the family's TANF Responsibility and Service Plan, he/she remains eligible for the program as long as participation is included in the TANF plan. IDHS is in the process of considering an administrative rule for all child care collaboration programs, not just the ones in the PICE program, which includes these three policy changes.

The child/family eligibility issues described above are not pervasive in Head Start/PreK collaborations. These two programs' eligibility periods and requirements are more compatible than with child care.

ISSUES OF QUALITY

All providers serving Head Start children, whether directly or in partnership, are required to follow the Head Start Program Performance Standards throughout the day. Quality issues, for the most part, are related to bringing partnering sites into compliance with these Standards. Agencies often need time to upgrade facilities and train staff, especially in light of high staff turnover.

Therefore, the quality of the agencies partnering with Head Start is an ongoing concern.

CHARTS

The four Charts that follow this Section give a picture and synopsis of the anecdotal phone surveys completed with Illinois Early/Head Start Directors and Partnership Managers.

Collaboration Benefits shows the following most often cited benefits to collaborative arrangements. Around 10% of participants did not respond to this question.

- About 22% Increased Services
- About 20% Resources
- About 20% Quality Enhancement
- Another 18% Philosophy Strengthening/Unification
- About 7% Professional Development
- About 3% Parent Involvement

Collaboration Challenges indicates the following top barriers or challenges to collaborative arrangements, with about 34% reporting "Not Applicable."

About 24% Staffing Issues
About 16% Money/Funding
About 8% Scheduling
About 8% Philosophy Differences
About 6% Resources
About 4% Parent Involvement

Program Challenges provides the comments and top issues cited when program managers were asked the question: What do you see as your greatest challenge in running your program?

- About 28% Regulatory
- About 28% Staffing Issues
- About 22% Funding
- About 4% Parent Involvement

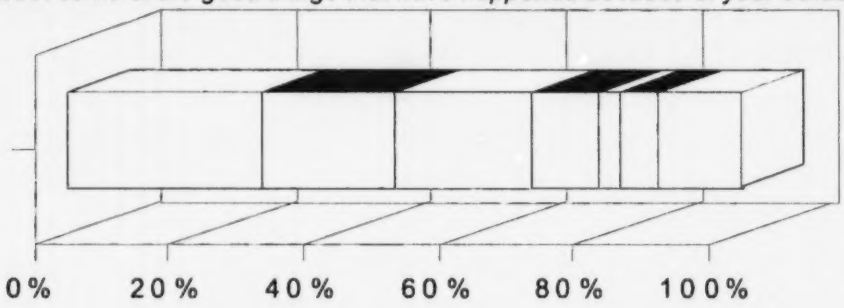
About 18% said "Not applicable" or "No Issues."

The **Program Activities to Assure Quality Services** graph and comments reinforce the commitment programs have to quality services and the varied monitoring methods they employ to evaluate and adjust their programming. It should be noted that annual program self-assessment and ongoing monitoring are part of the Head Start Program Performance Standards, as are in-depth Community Assessment every three years and program planning. ACF monitors every Early/Head Start grantee every three years via an on-site visit by a team of peer reviewers led by a federal Program Officer/Specialist from Head Start. With all these mandated systems in place, it is safe to say that every Early/Head Start program employs some type, and usually varied, of method to evaluate programming and improve services.

- About 23% of respondents use various Assessment/Evaluation tools for quality assurance
- About 20% of respondents cited Federal-related methods
- About 15% said they incorporate Parent Based quality assurance techniques
- About 15% cited more General methods
- About 9% each use Meetings and Visits, or a combination
- About 9% gave No Response to this question

Collaboration Benefits

Listed below is a summary of participant comments to the question.....
"Tell me about some of the good things that have happened because of your collaborations?"



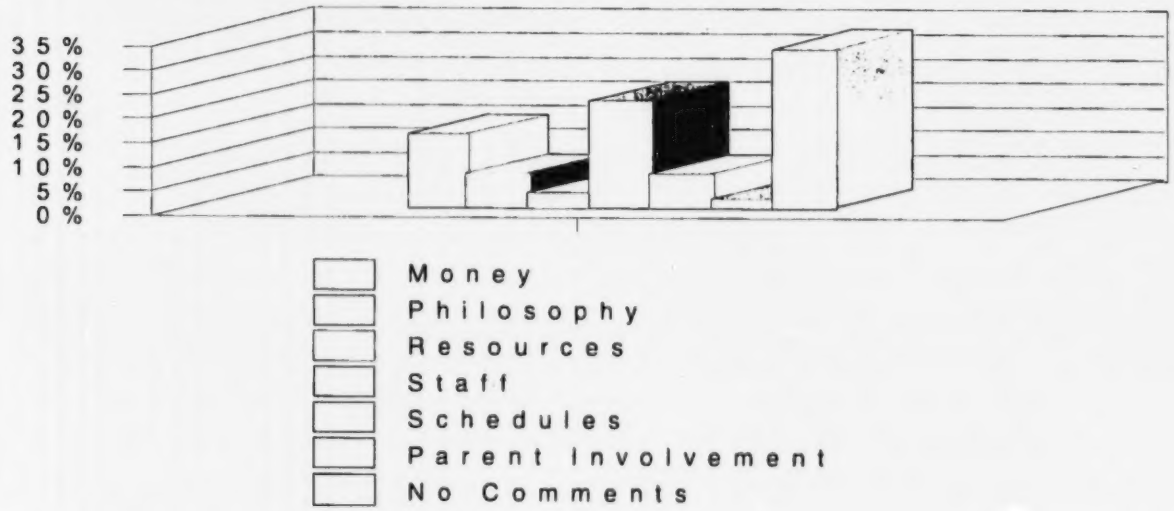
- Increased Services
- Resources
- Quality
- Philosophy
- Parent Involvement
- Professional Development

SURVEY COMMENTS

- N/A (4)
- Children are able to receive full day programming and comprehensiveHead Start services (5)
- Improved parent communication and involvement, We are better able to serve our families.
- Getting the child care staff in the mind set of the Head Start philosophy, Parents and children have benefited from continuity of services that are provided, enhanced equipment and supplies, professional growth and development training for staff.
- The children avoid multiple transitions.
- The quality of service has improved, e.g., on-site nurses, social workers. We can pool and share resources.
- An increased respect from the school districts in regards to Head Start.
- The improvement of services delivered to children, We have built extraordinary relationships with the school districts, Compatibility of curriculums, Wonderful transitioning programs and more services to families.
- Many families have been able to find primary care doctors for their children
- Overall the agreements and partnerships have provided good inroads to dealing with the school districts and helped with providing more services withtheir referral programs, Transitioning of children and communication.
- The quality of life for children has improved.
- Having a psychologist and a speech pathologist available within the school district that conducts screenings of the children and can offer assistance in therapy of all kinds. Any services they need they now have access to as a result of these partnerships and agreements.
- Being able to provide extended services to the preK program and the family support element to the daycare.
- The home based option has been great, Having a Nurse on staff to identify health and development concerns, referrals have become very easy, It's like one stop shopping.
- Referrals, screenings. Has generated multiple partnerships and resources.

Collaboration Challenges

Listed below is a summary of participant comments to the question:
"Tell me about the barriers you have discovered in working with your collaborations?"

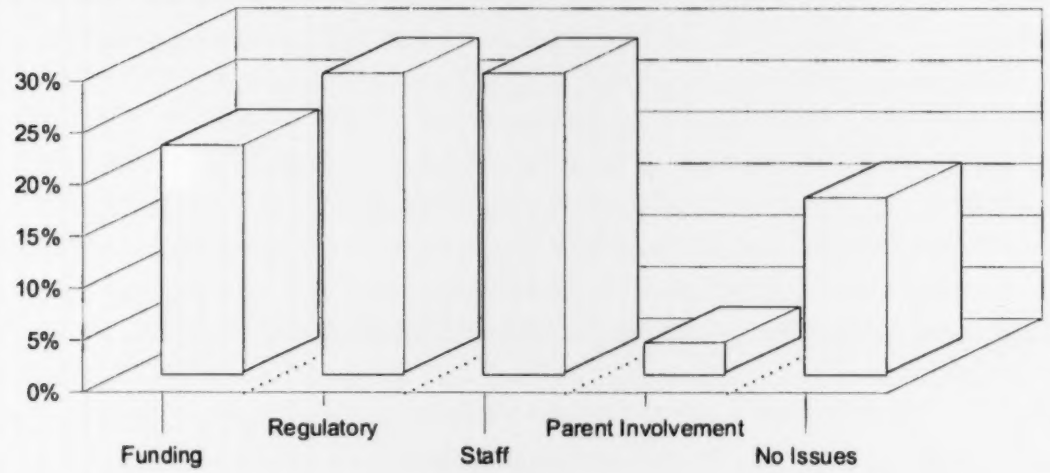


SURVEY COMMENTS

- Key staff turnover (2)
- Recruitment and retention of staff (3). Student help must work around their class schedules. With those types of changes, you get new people with different perspectives on the agreements and, of course, perceptions change too.
- The tremendous amount of paperwork
- Parent involvement has been limited in the classroom and at parent meetings; inconsistent parent schedules
- The operation of child care in general
- Financial shortfalls due to erratic attendance student breaks. Very dependent on funding.
- Staffing problems due to attendance
- No financial back-up for low reimbursements when DHS payments lag
- Initially the collaboration was made to meet enrollment of Head Start; the acceptance of staff to work together with common goals needs improvement.
- Family eligibility; the inability to serve the neediest; More accessibility for the whole family (3)
- The process of joint decision-making and overall communication is time consuming.
- Child care centers not wanting to comply with Performance Standards
- Bringing the partners up to the Performance Standards and requirements of Head Start and making them understand their importance
- Dual enrollment (providing transportation for the children)
- Assigning roles and responsibilities
- Overlapping and conflicting regulations
- Imposition of the state after awarding grant through micromanagement of the agency
- None (3)
- Daycare – quality issues, District #45 – staff from both programs sharing space and equipment
- The accounting process and procedures between site children/CCR&R
- We found that the dentists weren't really interested in examining the children at such a young age, wanted the pediatricians to take care of it; family income restrictions; the transitional process

Program Challenges

Listed below is a summary of participant comments to the question .....
What do you see as your greatest challenge in running your program?



Survey Comments

- Funding, Staffing and enrollment due to the parameters of the University make it difficult sometimes, but we feel we are able to give the children a greater quality of service, so it sort of works out.
- That both programs follow appropriate guidelines and to share ideas of success and improvements.
- The ability to support all the families that are mandated to work and thus changes their eligibility for service. The stringent requirements are defeating the purpose of serving the families and providing the necessary care.
- Staffing issues; qualifications, balancing needs of the staff versus the families, basically having enough after they receive more education – retention.
- Need some sort of bargaining units with the collaborations; their motivations and purposes are different from that of Head Start.
- Need to soften up the regulations and income requirements for families. Need to be more competitive in order to get and keep qualified staff.
- The lack of coordination and the working together of all the different funding sources. Income eligibility requirements remain too stringent for families.
- Not enough slots. Over 300 infants and toddlers are on their waiting list. To soften the income restrictions for working parents.
- 80% of their families are Spanish speaking who are undocumented and are in need of the services provided. Need to loosen up the stringent requirements and criteria that allow them to participate. Would like to create a pilot program to help these families.
- Teacher qualifications. Motivating them to go back to school.
- Staff turnover sometimes to the school district because of the pay. Aways feeling like they are in training mode as a result of the turnover.
- Qualified Staff; Staffing shortage (specifically Teachers)
- Not always enough slots. Not always enough resources.
- Not enough resources or time to fill all of the family's needs, needfor good quality childcare.
- Parent involvement
- The income guidelines are too stringent. Sometimes feel that rural Head Start programs get shortchanged funding and grant wise. Money is always an issue, especially in regards to retaining staff.

Program Activities to Assure Quality Services

Listed below is a summary of participant comments to the question .....
"How do you assure that your collaboration partners are delivering quality services? How do you evaluate the services?"

PARENT BASED
Parent evaluations (3)
Parent committees
Parent surveys

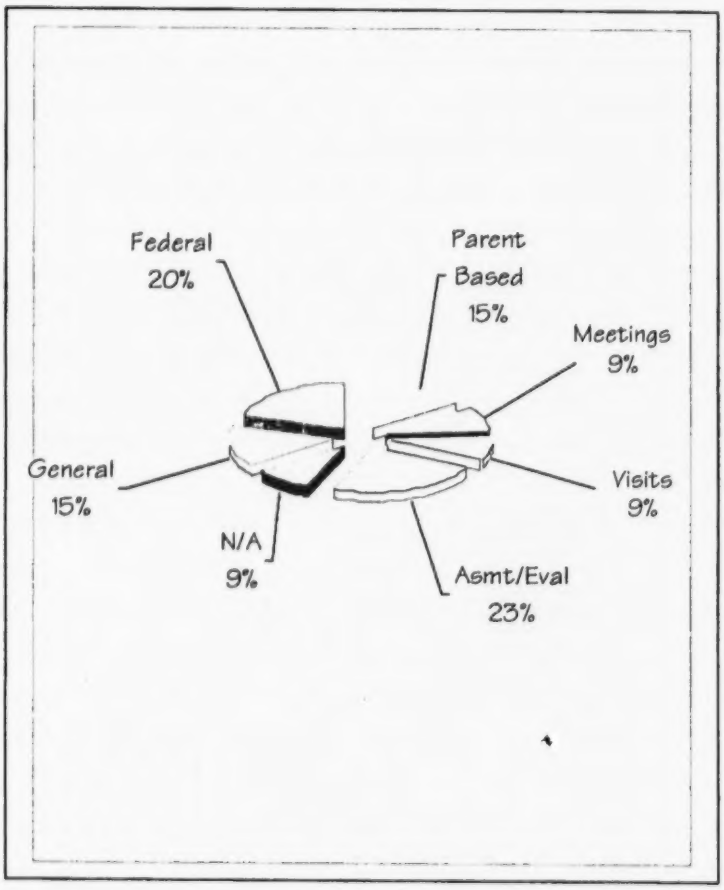
MEETINGS
Meet monthly
Discussion groups
Twice monthly staff meetings

VISITS
Monthly site visits (2)
Monthly controlled visits

ASSESSMENTS & EVALUATIONS
Monthly evaluations
Monthly self-assessments
Monthly program assessments (2)
Monthly staff assessments
Quarterly staff assessments
Continual evaluations (2)

GENERAL
Constant monitoring (4)
Regular internal follow-up with partners and/or collaborators

FEDERAL
Annual I-99-Plus/PRISM
Annual audits (2)
Annual self-assessments (2)
Major needs assessments every 3 years



Financial reviews
N.A. (3)

ILLINOIS DHS HEAD START STATE COLLABORATION OFFICE

HISTORY AND ACCOMPLISHMENTS

The federal ACF Head Start Bureau funded Illinois' Head Start State Collaboration Office in late 1996 and the first Director hired in February 1997. Illinois was part of Wave III, which was the last phase of a national effort to put Collaboration Offices in every state. This effort was completed in 1997, with Collaboration Offices funded in all 50 states and Puerto Rico. During 2001, ACF added Migrant and Indian Head Start Collaboration Offices, bringing the total to 53.

From February 1997 to September 1998, when the first Illinois Collaboration Director left the position, the Office was located in the Governor's office under then Governor James Edgar. The newly created Illinois Department of Human Services' Bureau of Child Care and Development staff assumed responsibility for the functions of the office during the interim period when Illinois had no Collaboration Director, from September 1998 to April 1999. During this time, the Office was formally moved to the IDHS Child Care Bureau. Nationwide, 43% of Head Start State Collaboration Offices are housed in state agencies, the highest numbers in departments of social services and human services. Thirteen percent (13%) are located in Governor's Offices, 9% each in state departments of education and other arrangements (i.e., with the state Head Start Association), and 3% with state universities.

Total annual grants for Collaboration Offices now range from $125,000 to $225,000, based on the Early/Head Start population in the state. Since Illinois has one of the larger Early/Head Start populations, its annual federal grant is $225,000. This amount must be matched at 25% with non-federal funds, like all Head Start funding. IDHS accomplishes this by allocating the Collaboration Director salary to general revenue funds. Additionally, many support services and materials are provided the office by IDHS.

During the first 1½ years of operation, the Collaboration Office was staffed by a full time Director in Springfield and a part time Assistant Director in Chicago. Major accomplishments of the Office during this period included:

- Sponsoring an Early Childhood Collaboration Conference (1997)
- Creating and distributing a Partnership Directory (1997)
- Disseminating the first edition of the Illinois Partners newsletter (1997)
- Holding the first meeting of the Early Childhood Advisory Board (1998)
- Funding six (6) Early Care Pilot Projects (1998)
- Assisting in development of the Illinois Map for Inclusive Child Care proposal (1998)

During the interim between Collaboration Directors, the IDHS Child Care Bureau staff accomplished a major item to assist and define full day/year collaboration in the state. IDHS staff held a series of meetings with providers that helped to determine, define and provide recommendations to address collaboration barriers in the state. The current Collaboration Director used some of these recommendations to develop the parameters and policy changes for the Partners in Care & Education (PICE) program.

The second, and current, Illinois Collaboration Director began in April 1999. An Assistant Director was hired in February 2000. The federal administration of the Head Start State Collaboration Offices changed from national to regional in early 1999. Organizationally, the Collaboration Office remains within the IDHS Child Care Bureau, with the Director reporting to the Chief of this Bureau. This structure has contributed to the success of the Office, giving it access to state policy makers from all areas. Both the Collaboration Director and Assistant Director are housed in a regional state agency office building in East St. Louis, providing easy travel access to both Springfield and Chicago, as well as other areas of the state.

Major accomplishments of the Collaboration Office since April 1999 include:

- Developed parameters, policies/procedures, reporting and evaluation forms and processes for both the Early Care Pilot Projects and the Partners in Care & Education (PICE) program (1999). Developed PICE Policies/Procedures Manual (2000).
- Developed/revised and secured signatures on the first statewide Disabilities Memorandum of Agreement in years (2000)
- Developed and disseminated numerous publications, including: 4 matrices - IL Early Childhood Program, IL Early Childhood Standards, IL Literacy Resources & IL Early Childhood Training & Technical Assistance; Guidebooks on Collaboration 101, Collaborating with the IL Child Care Subsidy System, Written Agreements, Supporting Kith & Kin Care in Your Community; Head Start in Illinois Birth to Five (directory/book); Illinois Early/Head Start programs brochure (1999-2002)
- Continued publishing a newsletter, now called the I-News (1999-2002)
- Co-sponsored Head Start Day at the Capitol for 2 years with the IL Head Start Association (2000-01)
- Ensured Head Start representation on numerous groups including the Governor's Literacy Advisory Council (1999-2002), the First Lady's Early Care and Education Assembly (2000) and Universal Preschool Task Force (2001)
- Initiated and continue to assist with updating the Illinois Head Start web site (2000)
- Administered the Partners in Care & Education program, including contracts, reports and site visits (1999-2002)
- Initiated the implementation of the statewide HeadsUp! Reading program (2001)
- Developed Power Point presentations on "Head Start in Illinois" and "Collaboration 101" (2000-01)
- Was awarded a supplemental $50,000 Head Start collaboration grant in unified planning to conduct the School Readiness project (2001)
- Served on the statewide Homelessness Policy Academy team to develop a state plan (2001-02)
- Served on the child support collaboration planning/advisory team (2000-01)
- Served on the Map to Inclusive Child Care and Healthy Child Care Illinois state planning groups and various other health and literacy statewide groups
- Developed an administrative rule for child care collaboration (2001-02)
- Developed and continue to conduct planning and input meetings with the Collaboration Office Advisory Committee (2000-02)

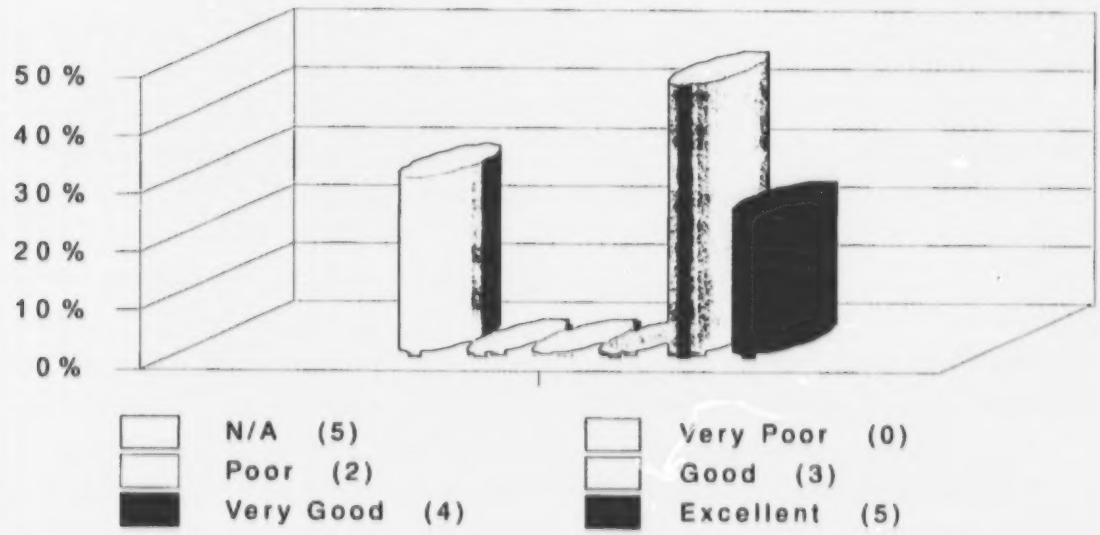
Collaboration Offices nationwide have a set of federal priority areas to work in, set by the Head Start Bureau. Those areas are: child care, education, health, disabilities, welfare, community service activities, family literacy, and services to homeless families. Additionally, Collaboration Offices are to be involved in professional development efforts in the state and work with the Head Start Association and the network of Child Care Resource & Referral agencies. Over the five year period, the Illinois Head Start State Collaboration Office has worked in all of these areas, to the benefit of the Illinois Head Start community. It has also raised awareness in the state about Head Start, serving as a point of contact for information.

A more complete listing of the milestones of the Illinois Head Start State Collaboration Office over the past five years can be found in the Appendix of this report. As part of the data/information collection efforts for this report, the contractors for the Collaboration Office interviewed Early/Head Start Directors and staff about their experiences with the Office and its services.

The Chart that follows entitled "Customer Satisfaction" gives a picture of the results of this survey. An additional Chart follows this section called "Collaboration Support Needed" that contains responses to the question "What resources do you need to make your collaborative partnerships more successful?" These responses, along with the information contained in the issues and barriers charts in the last section, will help guide the Collaboration Office's work.

Customer Satisfaction

Listed below is a summary of participant comments to the questions.....
"Has the Illinois Head Start State Collaboration office been helpful? How? And On a scale of 1 to 5 please rank them."

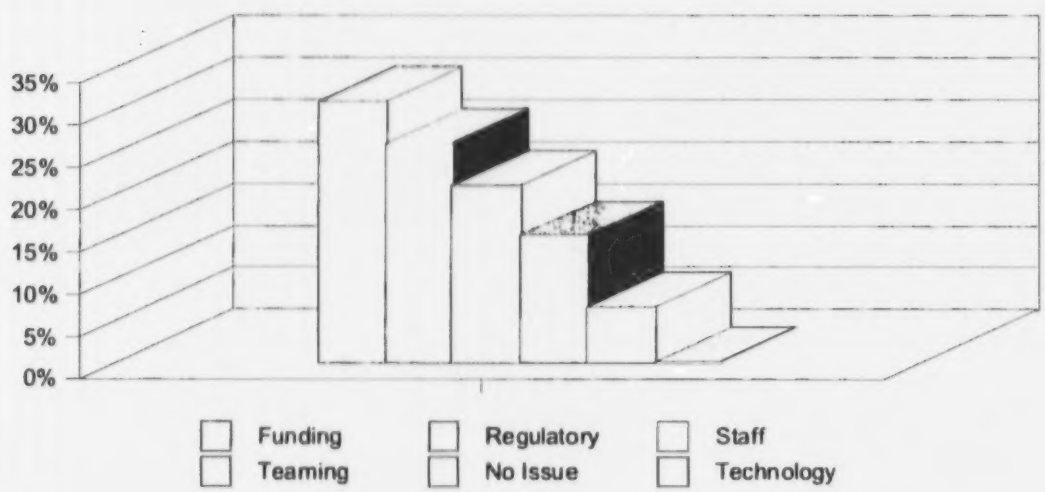


CUSTOMER COMMENTS

- 39% said the office was Helpful, 33% said it was Very Helpful, 28% had no comment/no experience in using the Office
- Evaluative comments made were:
- Emails are very helpful
- Staff is very positive and helpful
- Received a grant from them, very happy with their office and all the help they provide us
- Made one contact; staff was helpful and pleasant.
- They are always very helpful and pleasant, accommodating, full of ideas to help and if they cannot help will direct them to who can
- They helped me participate in the collaboration agreement workshops with Head Start.
- Made one contact, and the office was helpful
- Staff is always positive, will give helpful insight
- The Illinois Head Start State Collaboration Office is wonderful

Collaboration Support Needed

Listed below is a summary of participant comments to the question .....
What resources do you need to make your collaborative partnership(s) more successful?



Survey Comments

- The ability to pay child care staff the same rate of pay as Head Start staff, since the child care program does not generate enough income. It sometime creates friction among the employees.
- To become more unified as a program
- Technology across sites (WAN/Intranet). Be more competitive salary wise (401K, raise structure) in order to create greater staffing retention
- An increased respect from the school districts in regards to Head Start
- Universal and less stringent requirements or regulations set forth to families
- Make these programs more accessible to the families that really need it
- Money (funding), time, staffing
- Help with building and creating solid agreements and making them last; with that, agreements must have the ability to small collaborations to more comprehensive ones, unlike the stringent structure imposed by the Feds
- Next year they will be losing the funds associated with the Quality Assessment grant, they foresee losing many of the programs they now have
- Being able to provide extended services to the preK program and the family support element to the daycare
- To have more control of the implementation of Performance Standards
- Need more time and staff – staff is way over booked in terms of multiple roles
- All the collaboration seems to work well with Head Start at this time

CONCLUSION

The Illinois early care and education communities have a great deal of knowledge and experience to offer each other. Collaboration among them has grown by leaps and bounds in the last five years both at the state and local levels, as can be seen by this report.

RECOMMENDATIONS FROM THE FIELD

As stated in previous sections, program managers provided a number of recommendations to the funders and policy makers, as well as programmatic suggestions, about facilitating collaboration at the community level. These recommendations follow.

Program directors came up with several bright ideas on how to make collaborations and partnerships more effective and efficient.

- Use grant and community funds to provide relief for a child's full-time placement when the parent loses eligibility for child care benefits.
- More start-up funding to ease the transition to compliance with the Head Start Program Performance Standards for new partners.
- To encourage parent involvement for full-day families, additional resources could be allocated to agencies to develop non-traditional materials, hold off-hour trainings/workshops, hire staff to meet with parents during unusual hours or provide additional staff and/or staff with flexible schedules to work non-traditional schedules.
- To promote new collaborations for full-day services, broader and more flexible guidance on methodologies for allocating funding across multiple sources.
- New and expanded guidance for the Head Start community on the provision of full-day services, including increased access to a strengthened on-site technical assistance support network.
- Increased salaries and benefits to attract and retain qualified staff, along with greater level of cooperation from institutions of higher education to facilitate more efficient and effective training of early care and education professionals.
- Simplification of regulatory oversight to create a fertile environment for expanded partnerships and collaborations. The funders need to be as flexible as possible within their regulatory and legal constraints to provide policies that encourage local collaboration and support of families and children.

CONCLUSIONS

Head Start programs offer comprehensive services: child development, family support, health, mental health, and nutrition. During its history, Head Start has developed many promising practices in parent involvement and family support services.

The child care system has a rich history of how to meet local families' self-sufficiency needs by providing full day, full year services, often despite limited resources. Child care brings flexibility to meet families' needs in the context of quality care situations for children to the table.

The ISBE Early Childhood Block Grant programs offer certified teachers and sound instructional methods. Programs are primarily offered in the settings most children will have to transition to after the preschool years, namely the school districts.

While turf issues at both the local and state levels still exist among the three early care and education strands in Illinois working together to maximize vulnerable resources and to resolve funding and regulatory/policy barriers only makes sense, as the Illinois early care and education community knows well. Designing and implementing an integrated unified system in a political and regulatory environment is the challenge. Illinois will continue its efforts at this because ultimately, the leadership in all three major early care and education programs is focused on the same mission - providing accessible, quality care and education experiences for the young children and families of Illinois.

It is apparent that the presence of the Illinois Head Start State Collaboration Office over the last five years has assisted in this effort. The Office has provided a focal point for answering questions, providing information, and raising issues about not only collaboration, but also Early/Head Start.

A FEW NEXT STEPS

The IDHS Head Start State Collaboration Office will continue to collect data on numbers of Illinois children ages birth to 5 in collaborative arrangements to help inform the systems initiatives. The numbers on Charts 4 and 5 in this report will be updated at least annually and will be expanded in the next collection to include PreK and child care collaborations. Additionally, over the next year the Collaboration Office will begin to collect best practice narratives on the various levels of collaboration within each of the three partnership structures detailed in Section 2 of this report.

APPENDICES

- QUILT Partnership Structures
- IL Early/Head Start Grantee Agencies - Map & Alphabetical List
- Chart of Part Day Hours - IL Head Start
- Chronological List of IL Head Start State Collaboration Office Activities

QUILT Early Education Partnership Structures

The following partnership structures represent some of the most common service delivery approaches through which early education partners share resources to provide:

high quality services,
comprehensive services,
full-day, full-year services, and continuity.

	1 one agency, multiple funders	2 multiple agencies, multiple funders	3 one or more agencies and family child care, multiple funders
Structure Type:	**A single program or agency blends funds from multiple sources at a single site.**	**Two or more agencies that are separate legal entities partner to serve children at a single site.**	**A program or agency partners with family child care providers.**
Definition:	An agency may do this by merging early education programs, such as child care, preK and/or Head Start, by blending funding and resources from those programs. Or, an agency that operates one type of program may access and integrate new funding (such as state child care subsidies) to extend services to full day and full year.	The partnership's costs may be covered through subcontracts, purchase of services, or other interagency agreements. Children who need full-day, full-year, comprehensive care remain at one site. Classrooms may be team-taught by teachers who are employed by two different organizations. The partnering programs share an early education philosophy, ensuring programmatic continuity for the child's full day of care.	Children receive full-day, full-year services in a family child care home. The partnership enhances comprehensive services for the child and family. The family child care provider may be a contractor to the early education program.
Examples:	***Example:*** A part-day preschool which receives preK funding and parent fees extends services to full day, full year by using state child care subsidies and other child care revenue sources. ***Example:*** A community action agency merges its Head Start and child care programs to serve children full day, full year, with high quality comprehensive services. The agency allocates costs among programs as appropriate. ***Example:*** A Head Start program partners with state child care funders to extend the children's day with child care subsidies.	***Example:*** A local school that receives preK funding partners with a child care center that uses state child care subsidies. Child care staff work with children at the school site, and their schedules overlap with the preK teacher to ensure continuity. ***Example:*** A Head Start program contracts with a child care center to provide full-day, full-year services for Head Start children at the child care center. Head Start allocates their specialists' time to work with child care staff to provide comprehensive services to children and families in the partnership.	***Example:*** Head Start contracts with family child care providers or a provider network. ***Example:*** A school district's preK program partners with Head Start program to serve children in family child care homes for full day and full year.

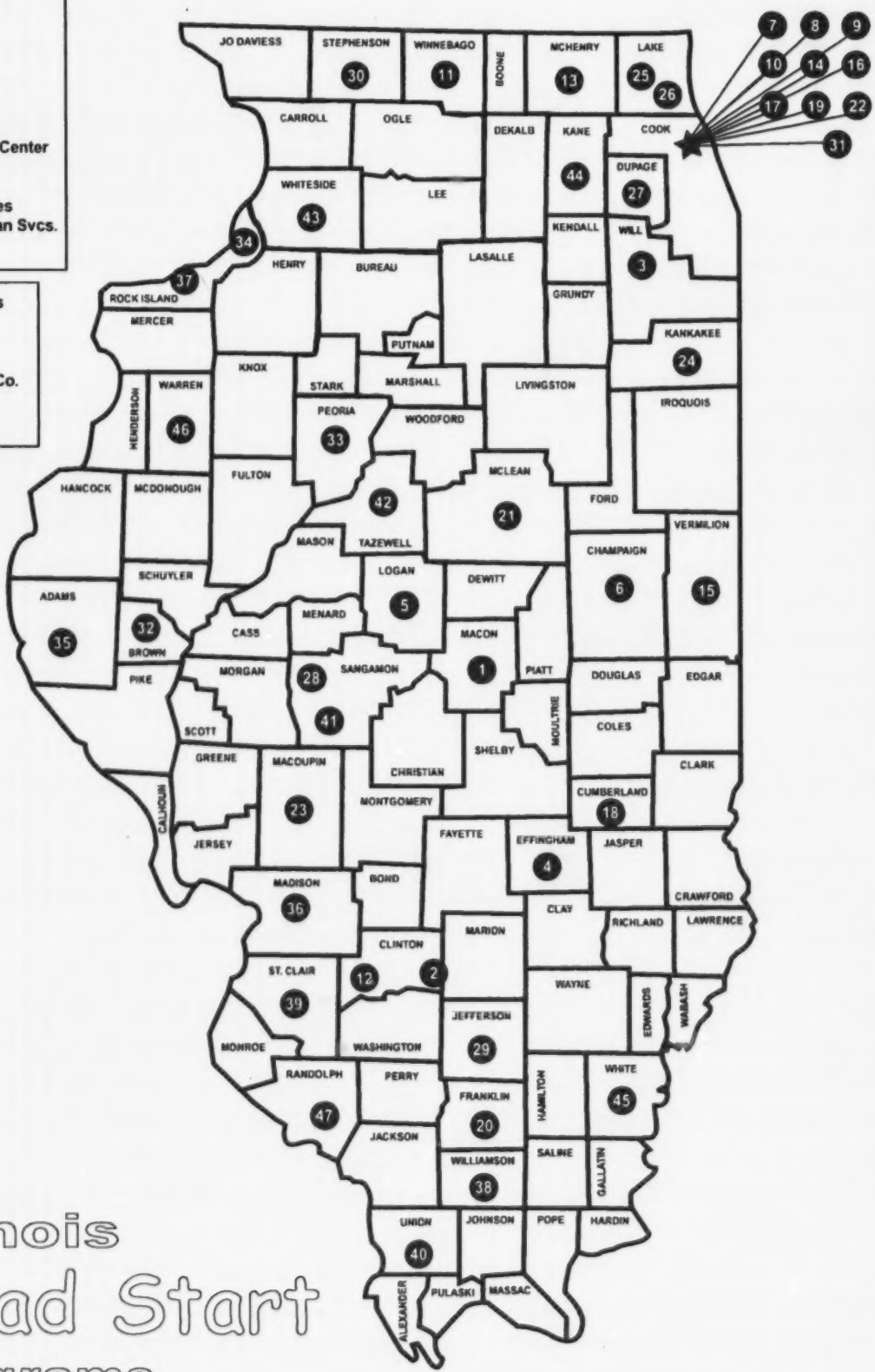
Early Head Start Only Grantees

Chicago Area:
- #7 - Chicago Commons
- #8 - CHASI
- #9 - Christopher House
- #16 - Easter Seals
- #17 - El Valor
- #19 - Evanston
- #22 - Howard Area Community Center

Outside Chicago:
- #12 - Clinton Co. Rehab Services
- #20 - Franklin Williamson Human Svcs.
- #26 - Lake Co. Family YMCA

Chicago Head Start Grantees
(All Birth - 5)

- #10 - City of Chicago
- #14 - CEDA (serves Cook Co. outside Chicago)
- #31 - Ounce of Prevention



Illinois Head Start Programs

ILLINOIS EARLY/HEAD START PROGRAMS
ALPHABETICAL LISTING AND SERVICE AREAS
(Number beside grantee corresponds to numbers on map)

1. **Anna Waters Head Start/DMCOC**
Director: Rosie People
Central Office: Decatur
Phone: (217) 423-2268
Service Area: Macon County

2. **BCMW Head Start**
Director: Laura Hatch
Central Office: Centralia
Phone: (618) 532-4890
Service Area: Bond, Clinton, Franklin, Marion & Washington Counties

3. **Catholic Charities of the Diocese of Joliet**
Director: Kathy Fudge-White
Central Office: Joliet
Phone: (815) 723-3405
Service Area: Will County

4. **CEFS Economic Opportunity Corporation**
Director: Cyndy Montgomery
Central Office: Effingham
Phone: (217) 342-2193
Service Area: Christian, Clay, Effingham, Fayette, Montgomery, Moultrie & Shelby Counties

5. **Central Illinois Economic Development Corp.**
Director: Angie Fitzsimmons
Central Office: Lincoln
Phone: (217) 732-2159
Service Area: DeWitt, Fulton, Logan, Mason, Menard, and Piatt Counties

6. **Champaign County Head Start**
Director: Kathleen Liffick
Central Office: Urbana
Phone: (217) 328-3313
Service Area: Champaign County

7. **Chicago Commons Early Head Start**
(Also a CDHS Head Start delegate agency)
Director: Karen Haigh
Central Office: Chicago
Phone: (773) 638-5600
Service Area: West Humboldt Park, New City, Chicago

8. **CHASI Early Head Start**
Director: Carol Delahoussaye
Central Office: Chicago
Phone: (773) 476-6998
(Also an Ounce Head Start delegate agency)

9. **Christopher House Early Head Start**
Director: Daisey Lesama
Central Office: Chicago
Phone: (773) 769-4540
Service Area: Uptown, Chicago
(Also a CDHS Head Start delegate agency)

10. **City of Chicago Department of Human Services Children's Services Division**
Director: Ruby Smith; Kevin Hannaway
Central Office: Chicago
Phone: (312) 746-8285
Service Area: City of Chicago

11. **City of Rockford Human Services**
Director: George Davis
Central Office: Rockford
Phone: (815) 987-8282
Service Area: Winnebago County

12. **Clinton County Rehabilitation Services Early Head Start**
Director: Barbara Lunnemann
Central Office: Breese
Phone: (618) 526-8800
Service Area: Clinton & Washington Cos.

13. **Community Action Agency for McHenry Co.**
Director: Karin Nuelle
Central Office: Woodstock
Phone: (815) 338-8790
Service Area: McHenry County

14. **Community & Economic Development Association (CEDA)**
Director: Marian L. Hill
Central Office: Chicago
Phone: (312) 795-8899
Service Area: Suburban Cook County

15. **East Central Illinois Community Action Agency**
Director: Jean Cunningham
Central Office: Danville
Phone: (217) 443-1554
Service Area: Ford, Iroquois & Vermilion Cos.

16. **Easter Seal Society Early Head Start**
Director: Rita D. Washington
Central Office: Chicago
Phone: (773) 548-3614
Service Area: Near South Side/Armour Comms.

17. **El Valor Early Head Start**
Director: Carmen Butron
Central Office: Chicago
Phone: (312) 997-2021
Service Area: Lower West Side, New City, South Lawndale, South Chicago, & South Deering
(Also a CDHS Head Start delegate agency)

18. **Embarras River Basin Agency**
Director: Judy Veach
Central Office: Greenup
Phone: (217) 923-5141
Service Area: Clark, Coles, Crawford, Cumberland, Douglas, Edgar, Jasper, Lawrence & Richland Cos.

19. **Evanston Early Head Start**
Director: Terry Mann
Central Office: Evanston
Phone: (847) 475-2661
Service Area: City of Evanston

20. **Franklin Williamson Human Services Early Head Start**
Director: T.K. Elimon
Central Office: Marion
Phone: (618) 997-5336
Service Area: Franklin & Williamson Cos.

21. **Heartland Head Start**
Director: Deborah Ditchen
Central Office: Bloomington
Phone: (309) 662-4880
Service Area: Livingston & McLean Counties

22. **Howard Area Community Center Early Head Start (Also a CDHS delegate)**
Director: Patti Kingery
Central Office: Chicago
Phone: (773) 761-8324
Service Area: Rogers Park

23. **Illinois Valley Economic Devt. Corp.**
Director: Judy Dewerff
Central Office: Gillespie
Phone: (217) 839-4431
Service Area: Calhoun, Greene, Jersey & Macoupin Counties

24. **Kankakee School District #111**
Director: Rebecca McBroom
Central Office: Kankakee
Phone: (815) 933-0773
Service Area: Kankakee County

25. **Lake County Community Action Agency**
Director: Mary Lockhart-White
Central Office: Waukegan
Phone: (847) 249-4330
Service Area: Lake County

26. **Lake County Family YMCA Early Head Start**
Director: Kay Petersen
Central Office: Waukegan
Phone: 847-360-9622
Service Area: City of Waukegan

27. **Lifelink Corporation**
Director: Lynda Hazen
Central Office: Bensenville
Phone: (630) 521-8098
Service Area: DuPage County

28. **Migrant Head Start (IDHS)**
Director: Molly Joseph Parker
Central Office: Springfield
Phone: (217) 524-6318
Service Area: State of Illinois

29. **Mt. Vernon City School District #80**
Director: Cleo Holt
Central Office: Mt. Vernon
Phone: (618) 244-8087
Service Area: Jefferson County

30. **Northwest Illinois Community Action**
Director: Sherie Marten
Central Office: Freeport
Phone: (815) 235-3740
Service Area: Jo Daviess & Stephenson Cos.

31. **Ounce of Prevention Fund**
Director: Judy Bertacchi
Central Office: Chicago
Phone: (312) 922-3863
Service Area: Grand Blvd./West Town/West Englewood/Humboldt Park/Kenwood/Oak Lawn/ Morgan Park/Washington Park & Suburbs of Park Forest & Riverdale

32. **PACT for West Central Illinois**
Director: Denise Conkright
Central Office: Mt. Sterling
Phone: (217) 773-3903
Service Area: Brown, Cass, Hancock, Pike, McDonough, Schuyler, Scott & rural Adams Counties

33. **Peoria Citizens' Committee for Economic Opportunity (PCCEO)**
Directors: Jennett Caldwell & Sandra Burke
Central Office: Peoria
Phone: (309) 671-3960
Service Area: Peoria County

34. **Project NOW**
Director: Dianne Frazer
Central Office: Silvis
Phone: (309) 792-4555
Service Area: Henry, Mercer, & Upper Rock Island Counties

35. **Quincy Public Schools Head Start**
Director: Julie Schuckman
Central Office: Quincy
Phone: (217) 228-7121
Service Area: Quincy Public School District

36. **Riverbend Head Start & Family Services**
Director: Anita Rasch
Central Office: Alton
Phone: (618) 463-5950
Service Area: Madison County

37. **Rock Island Milan School District**
Director: Sara Detweiler
Central Office: Rock Island
Phone: (309) 793-5900
Service Area: Rock Island Milan School District

38. **Southern Illinois University at Carbondale (SIUC)**
Director: Cathy Reed
Central Office: Carbondale
Phone: (618) 453-6448
Service Area: Jackson & Williamson Counties

39. **Southern Illinois University at Edwardsville (SIUE)**
Director: John D. Lovelace
Central Office: East St. Louis
Phone: (618) 482-6955
Service Area: St. Clair County

40. **Southern Seven Health Department**
Director: Angie Messmer
Central Office: Ullin
Phone: (618) 634-9340
Service Area: Alexander, Hardin, Johnson, Massac, Pope, Pulaski, & Union Counties

41. **Springfield Urban League**
Director: Sherry Daniels
Central Office: Springfield
Phone: (217) 528-0893
Service Area: Morgan & Sangamon Cos.

42. **Tazewell Woodford Head Start**
Director: Bonnie Jones
Central Office: East Peoria
Phone: (309) 699-6843
Service Area: Tazewell & Woodford Cos.

43. **Tri-County Opportunities Council**
Director: Terri Lawrence
Central Office: Rock Falls
Phone: (815) 625-7830
Service Area: Bureau, Carroll, LaSalle, Lee, Marshall, Ogle, Putnam, Stark & Whiteside Cos.

44. **Two Rivers Head Start Agency**
Directors: Jane Whitaker & Linda Ruhe
Central Office: Batavia
Phone: (630) 406-1444
Service Area: Boone, DeKalb, Grundy, Kane & Kendall Counties

45. **Wabash Area Development, Inc. (WADI)**
Director: Donna Emmons
Central Office: Enfield
Phone: (618) 963-2387
Service Area: Edwards, Gallatin, Hamilton, Saline, Wabash, Wayne & White Counties

46. **West Central Community Services**
Director: Diann Gravino
Central Office: Monmouth
Phone: (309) 734-3151
Service Area: Henderson, Knox, & Warren Counties

47. **Western Egyptian Economic Opportunity Council (WEEOC)**
Director: Mary J. Frazer
Central Office: Steeleville
Phone: (618) 965-3313
Service Area: Monroe, Perry & Randolph Cos.

HEAD START IN ILLINOIS - DOUBLE SESSIONS & PART DAY
HOURS OF OPERATION CHART

GRANTEE	HOURS OF OPERATION:
Anna Waters Decatur, IL Rosie People - 217/423-2268	Double sessions 8:30am - 12:00pm & 12:00 - 3:30pm.
BCMW Centralia, IL Laura Hatch - 618/532-4890	Double sessions: 8:00 - 11:30am & 12:30 - 4:00pm 8:30am - 12:00pm & 12:00 - 3:30pm Part day classroom: 9:00am -1:00pm - Centralia
Catholic Charities Joliet, IL Kathy Fudge-White - 815/723-3405	Double Sessions: 8:15 - 11:30am & 12:30 - 4:00pm
CEFS Effingham, IL Cyndy Montgomery - 217/342-2193	Double sessions: 8:00am - 12:00pm & 12:00 - 3:30pm 8:00 -11:30am & 11:30am -3:30pm at 2 sites
CIEDC Lincoln, IL Angie Fitzsimmons - 217/732-2159	Double sessions: 8:00am - 12:00pm & 12:00-3:30pm
Champaign County Champaign, IL Kathleen Liffick - 217/328-3313	Double sessions: 8:30am-12:00pm & 12:00-3:30pm and Part day 7:30am-1:30pm @ Rantoul 8:30am-2:30pmand 10:30am-4:30pm @ Statton; 9:00am - 3:00pm @ Champaign West Double seesions: 8:30am - 12:00pm & 12:30 - 3:30pm and Part day 8:30am -2:30pm @ Savoy
Chicago DHS Chicago, IL Kevin Hannaway - 312/746-8285	
City of Rockford Rockford, IL George Davis - 815/746-8282	Double sessions: 8:30am - 12:00pm & 1:00-4:30pm @ all sites
CAA McHenry Woodstock, IL Karin Nuelle - 815/338-8790	Double sessions: 8:00am - 11:30am & 11:30am - 3:00pm
CEDA Chicago, IL Marian Hill - 312/795-8899	Double sessions: 8:30am - 11:30am & 12:30pm - 3:30pm

GRANTEE	HOURS OF OPERATION:
East Central Illinois CAA Danville, IL Jean Cunningham - 217/443-1554	Double sessions: 8:00am -11:30am & 12:45pm - 4:15pm 8:00am - 12:00pm & 12:00pm - 3:30pm
ERBA Greenup, IL Judy Veach - 217/923-5141	Double sessions: 8:30am - 12:00pm & 12:00pm -3:00pm
Heartland Bloomington, IL Deb Ditchen - 309/662-4880	Double sessions: 8:00am -12:00pm & 12:30pm -3:45pm
IVEDC Gillespie, IL Judy Dewerff - 217/839-4431	Part day: 8:00am - 1:00pm @ 3 sites & 8:30am -2:00pm @ 3 sites
Kankakee School District #111 Kankekee, IL Becky McBroom - 815/933-0773	Double sessions: 8:00am - 11:30am & 11:30am - 3:00pm Part day: 9:00am - 2:00pm (1 classroom) 8:00am - 3:00pm (7 Classrooms)
Lake Co. CAA Waukegan, IL Mary Lockheart-White-847/249-4330	Part day: 9:00am - 2:00pm (all classrooms)
Lifelink Bensensville, IL Lynda Hazen - 630/521-8098	Double session: 8:00am - 11:30am & 12:15pm -3:45pm
Mt. Vernon School District 80 Mt. Vernon, IL Cleo Holt - 618/244-8087	Double session: 9:00am - 12:00pm & 1:00pm - 4:00pm Part day: 9:00am - 3:30pm (2 classrooms)
NICAA Freeport, IL Sherie Marten - 815/235-3740	Double session: 8:30am - 12:00pm & 12:00pm - 3:30pm Part day: 8:30am - 2:30pm (2 classrooms)
Ounce of Prevention Chicago, IL Brenda Dobbins-Noel 312/922-3863	Half day option: 8:30am - 11:30am @ Aunt Martha's, Central Baptist, CHASI, & YWCA

GRANTEE	HOURS OF OPERATION:
PACT Mt. Sterling, IL Denise Conkright - 217/773-3903	Double session: 8:00am - 11:30am & 11:30am - 3:00pm 8:30am - 12:00pm & 12:00pm - 3:30pm Part day: 8:00am - 2:30pm (3 classrooms)
PCCEO Peoria, IL Jennett Spicer-Caldwell - 309/671-3960	Double session: 8:00am - 11:30am & 12:30am - 4:00pm
Project NOW Silvis, IL Amy Alley - 309/792-4555	Part Day: 8:00am - 2:00pm @ Silvis site 9:00am - 3:30pm @ Silvis site
Quincy Schools Quincy, IL Julie Schuckmann - 217/228-7121	Double session: 8:30am - 11:30am & 12:15pm - 3:15pm Part day: 8:15am - 3:15pm
Riverbend Family Services Alton, IL Anita Rasch - 618/463-5950	Double session: 8:30am - 11:45am & 12:45pm - 4:00pm
Rock Island School District Rock Island, IL Sara Detweiler - 309/793-5900	Half-day: 8:30am - 12:30pm
SIUC Carbondale, IL Cathy Reed - 618/453-6448	Double session: 8:00am - 11:30am & 12:30pm - 4:00pm Part day: 8:00am - 4:00pm
SIUE East St. Louis, IL John Lovelace - 618/482-6955	Double session: 8:00am - 11:30am & 12:30pm - 4:00pm Part day: 8:00am - 3:25pm @ Lovejoy, 9:00am - 3:10pm @ Shiloh & 8:00am - 4:00pm @ Jerome
Southern Seven Ullin, IL Angie Messmer - 618/634-9340	Part day: 8:30am - 1:00pm @ Anna; 8:00am - 11:30am/ 8:00am - 1:00pm/11:45am - 4:15pm/2:45-6:30pm @ Cairo; 8:15am - 11:45am & 12:00pm - 3:30pm @ Joppa; 8:00am - 12:30pm @ Mounds; 8:00am - 4:00pm @ Rosiclare 8:30am - 1:00pm @ Rustic; 8:00am - 1:00pm @ Tamms; 8:00am - 11:45am & 12:00pm - 4:00pm @ Vienna
Springfield Urban League Springfield, IL Sherri Daniels - 217/528-0893	Part day: 9:00am - 3:00pm all sites

GRANTEE	HOURS OF OPERATION:
Tazewell Woodford East Peoria, IL Bonnie Jones - 309/699-6843	Double session: 8:00am - 11:00am & 12:15pm - 3:15pm
Tri-County Opportunities Council Rock Falls, IL Terri Lawrence - 815-625-7830	Double session: 8:30am - 12:00pm & 12:00pm - 3:30pm
Two Rivers Batavia, IL Jane Whitaker - 630/406-1444	Double session: 8:15am - 11:45am & 12:30pm - 4:00pm @ Aurora / 8:00am - 11:30am & 12:30pm - 4:00pm @ Belvidere, Carpentersville, Elgin-Aldine, Elgin-Dundee, Morris & Sycamore / 8:30am -12:00pm & 12:00pm - 3:30pm @ Valley View / 8:00am - 11:30am & 11:30am - 3:00pm @ Yorkville
Wabash Area Development Inc. Einfield, IL Donna Emmons - 618/963-2387	Part day: 8:00am - 3:30pm @ all sites
West Central Community Svcs. Monmouth, IL Diann Gravino - 309-734-3151	8:30am-12:00pm & 12:30-3:45pm @ Warren Co. I / 8:30am-4:00pm @ Warren Co. II / 7:45 -11:00am & 11:45am-3:00pm @ Warren Co. IV / 8:30am-2:30pm @ Henderson Co. & Roseville / 9:45am-1:00pm @ Smithshire / 8:45am-4:30pm, 8am-4:15pm, 8:15am-4:00pm & 8am-3:45pm @ Knox Co. I / 9am-4:15pm & 8am-4:15pm @ Knox Co. II / 8am - 4pm @ Abingdon / 8am-11:15am @ Knoxville
WEEOC Steeleville, IL Mary Frazer - 618/965-3313	Double session: 8:30am - 12:00pm & 12:00pm - 3:30pm Part day: 9:00am - 1:00pm

F:PARTDAY.CHART/ 6.6.02

ILLINOIS HEAD START STATE COLLABORATION OFFICE
ACTIVITY MILESTONES

1997

Full time Project Director, Lori Williams, was hired on February 28 began work on March 1, 1997. The Collaboration Office was located in the Governor's office.

Disseminated state legislation working through the general assembly in regards to child care

Presented at the Illinois Child Support Enforcement Awareness Program, the DARE Officers statewide meeting, the Donor's Forum and the Illinois Head Start Association Fall Conference

Attended the Region V Early Childhood Forum, with representatives from the State Child Care and Child Support Enforcement Offices

Made a comprehensive listing of training and technical assistance services available to early childhood professionals throughout the State

Held the first meeting of the Early Childhood Collaboration Advisory Board

Attended the Head Start Collaboration Directors national meeting

Held statewide Early Childhood Collaboration Conference

Created and distributed a Partnership Directory to all conference participants. Partners are Illinois Head Start Collaboration Project, the Network of Child Care Resource and Referral Agencies, the Illinois Head Start Association, the Department of Public Aid Child Support Enforcement Office, the Illinois State Board of Education

Attended the National Governor's Association Early Childhood Conference

Disseminated the first edition of the Illinois Partners Newsletter to all Head Start, child care, and PreK providers throughout the State

1998

Attended the national Collaboration Directors Meeting

Held another Early Childhood Advisory Board meeting

The Head Start Collaboration Project was mentioned in the Governor's State of the State Address

Collaborated with IDHS to write the Map for Inclusive Child Care proposal to the Federal Child Care Bureau

The administration of the collaboration offices nationwide was moved from the DHHS/ACF Head Start Bureau to the ACF Regional Offices

Lori Williams, the Head Start State Collaboration Director, resigned effective September 16, 1998. Lee Kreader of the IDHS Office of Child Care and Family Services assumed interim responsibilities for the Project until his departure from Illinois at the end of December.

Funded six Early Care Collaboration Pilot Projects for $32,000 each (funding was for 4 years at reducing levels)

IDHS held a series of early childhood provider meetings to discuss and define collaboration barriers and make recommendations

1999

Gina Ruther was hired as the Head Start State Collaboration Director in April 1999. The Collaboration Office is now in the IL Department of Human Services' Child Care Bureau. The Collaboration Director reports to the State Child Care Administrator.

Completed T/TA and evaluation processes and forms for the six Early Care Pilot Projects

Completed program parameters and report forms for the fourteen Head Start Expansion Collaboration grantees. Named the program Partners in Care and Education.

Co-sponsored the June Q-Net Regional Dialogue with Higher Education

The collaboration between WEEOC Head Start and ABC Child Development Center was selected from Illinois for the Q-Net Partnership Spotlight. The Collaboration Office made a corresponding state award for the partnership and attended the local event.

Completed Early Childhood Program Matrix. Distributed to IHSA Board, I-Team, Head Start Directors, child care providers, and agency partners.

Distributed a survey on collaboration to all Head Start and Child Care programs statewide

Trained the IDHS Bureau of Child Care & Development Policy Interpretation & Provider Support unit on Head Start and collaboration

Presented on integrated early childhood programs at ACF/Department of Education Leadership forum

Early Care Pilot Projects funded for $12,000 each

Partners in Care & Education program expanded by 30 children

2000

Collaboration Director appoint to the Governor's Advisory Council on Literacy

Gennie Gilmore hired as Assistant Collaboration Director February 2000

Ensured IHSA President obtained seat on Governor's Office Early Childhood Assembly Planning Committee

Led the process to complete and obtain signatures on the final statewide Memorandum of Agreement for services to children with disabilities/special needs and their families. Sponsored a signing ceremony at the fall IHSA conference - State Superintendent, IDHS Secretary, and ACF Midwest Hub Director attended.

Sent collaboration surveys to 108 Head Start/Early Head Start grantees and delegates, 65 local school districts, and 294 child care providers to gather collaboration data

Developed the Illinois Head Start web site with the web master and assured it was up and operating - www.ilheadstart.org

Participated in the ACF National Collaboration Directors Meeting

Participated in the Unmet Needs Committee and the Early Intervention Clearinghouse Advisory Committee

Completed Illinois Literacy Resources matrix, expanded the IL Early Childhood Program Matrix and distributed both

Participated in the First Lady's Futures for Kids Early Care and Education Assembly

Participated on the Great START Implementation Planning Committee

Participated in the Chicago Collaboration Consortium

Provided training and technical assistance on collaboration to Central Region DCFS Licensing staff

Presented at the Q-Net full day/full year consultants training

Completed phone interview with American Institute for Research

Completed a program manual for the Early Care Pilot Projects

Participated on the ISBE Family Literacy Consortium to develop family literacy program performance indicators

Participated in the Reading and Literacy Partnership Council

Developed the operating manual for the Partners in Care and Education program. Began on-site reviews/visits with the 14 agencies.

Served as Head Start representative on the State Board Early Childhood Advisory Committee

Assisted with facilitating the appointment of a Head Start representative on the State Early Intervention Council

Co-sponsored Chicago city-wide disabilities training with QIC-D

Worked with the TEACH Coordinator in developing priorities for collaboration funding

Developed the Head Start in Illinois Birth to Five directory and the Illinois Early Childhood Program Matrix

Co-sponsored a legislative reception with the Illinois Head Start Association and provided Illinois Head Start information to all members of the Illinois General Assembly

Presented as a panel member at the Midwest Association of Community Action Agencies

Early Care Pilot Projects funded for $10,000 each

Partners in Care & Education (PICE) program expanded by 100 children

Completed site visits to all Early Care and PICE agencies and held annual meetings for both

2001

Co-sponsored and supported the Head Start Day at the Capitol with the Illinois Head Start Association

Published the second edition of "Head Start in Illinois- Birth to 5" and distributed more than 450 books

Participated in the ISBE Reading Excellence Act grant reviews

Achieved the semi-finalist stage for the Ford Award/Innovations in American Government for Partners in Care and Education award

Completed 3 Guidebooks (Collaborating with IL Child Care, Collaboration 101, & Written Agreements) and distributed more than 350 of each

Compiled a chart of screening and assessment instruments used by Head Start/Early Head Start programs in Illinois

Prepared Illinois children's literacy initiatives for Head Start Bureau

Developed and provided training on three of the six training Modules for the Collaborative Support Teams consultant training

Appointed to serve on the ICCB Adult Education Advisory Committee

Developed position statements for IHSA

Participated in meetings/group to develop Child Support final policy recommendations

Provided technical assistance and participated for the Region V Healthy Child Care conference

Provided training for the Great START staff

Created Power Point presentation on Collaboration 101: The Art of Collaboration

Completed IL Early Childhood Program Standards and Training & Technical Assistance Matrices and disseminated

Began collaboration with Illinois AEYC newsletter; submitting regular articles

Participated in the Universal Preschool Task Force meetings and on the System Integration & Financing Committee

Was awarded Collaboration Office supplemental grant funding for $50,000

Early Care Pilot Projects funded for their last year at $10,000 each

Partners in Care & Education expanded by 50 children; completed site visits to all PICE agencies and held annual meeting.

Initiated and coordinated the HeadsUp! Reading Implementation Team and implementation process

Participated as a member of the Illinois team at the Policy Academy for Homelessness sponsored by DHHS and HUD

Held 9 Orientation Sessions statewide for the Disabilities MOA. Completed evaluation report of the MOA; revised and got signed for 2001-03.

Evanston Early Head Start chosen for the Q-Net Spotlight on Partnerships Award for Illinois; Collaboration Office gave corresponding award from state.

Collected and distributed IL Head Start children's greetings and art work to Head Start programs in D.C. and New York

2002

Completed and disseminated the Guidebook to Collaborating with Kith & Kin Child Care, the 3rd edition of Head Start in Illinois and a Head Start in Illinois brochure

Participated in the Governor's Forum for Early Childhood Professional Preparation & Development and the IL Preschool implementation team

Joined the I-FLOSS coalition to address oral health issues; co-wrote and was awarded an Oral Health Forum project, with the IL Head Start Association

WADI Early/Head Start (Enfield) was awarded the Q-Net Spotlight on Partnership for IL; Collaboration Office gave a corresponding state award and facilitated the local event.

Participated in the Early Childhood Financing Project

Conducted training with IDHS contract and eligibility staff on Head Start collaboration and collaboration issues

Jointly disseminated information with the Prevent Child Abuse IL project

Ongoing Activities. Throughout 1999-2002 the IL Head Start State Collaboration has, and continues to, participated in/reported to the following groups/activities:

- I-Team - coalition of the state Head Start Association, Regional Office, QIC & QIC-D and Collaboration Office; meets about quarterly
- IHSA Board - Collaboration Office reports to state Head Start Association Board quarterly, serves as partner member on a standing committee, and makes presentations and supports conferences
- I-MAP - member of Map to Inclusive Child Care committee since inception; has met about quarterly
- Healthy Child Care IL - member and helped to develop state plan; meets about quarterly
- IDHS Child Care Advisory Council
- National Collaboration Office meetings
- Training/Technical Assistance - Collaboration Office staff routinely present on collaboration at the Head Start Association and Chicago Metro AEYC conferences. Staff also routinely provides information and answer questions about Head Start and collaboration via phone, email, and resource distribution.
- Collaboration Office staff have facilitated and/or presented at partner meetings in the local communities of Rock Island (with IDHS child care), East Peoria (with ISBE), Peoria, and Rock Falls

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